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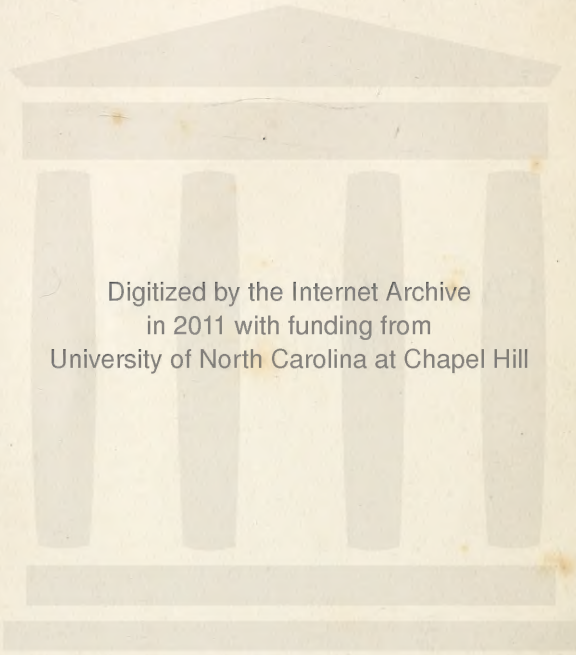
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GUILFORD COLLEGE BULLETIN

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CALENDAR

Eighty-Fourth Academic Year

1920

September 7th Beginning of the Session
Registration and Classification

September 6th, 7th, 8th Opportunity for Removing
Deficiencies by Re-examination

September 8th, Wednesday, 8:20 a. m. Recitations Begin

November 9th First Quarter Ends

November 25th Thanksgiving Recess
Community Singing

December 4th Philomathean Oratorical Contest

December 21st, 4:00 p. m. Christmas Recess Begins

1921

January 4th, 8:20 a. m. Recitations Resumed

January 17th-22nd Mid-Year Examinations

January 24th Second Term Begins

February 12th Henry Clay Oratorical Contest

March 19th Examinations for Removing Conditions

March 24th Third Quarter Ends

March 25th, 26th, 27th, and 28th Easter Recess

April 9th Zatasian Oratorical Contest

May 14th Websterian Oratorical Contest

May 24th-28th Final Examinations

May 29th Baccalaureate Service
Sermon Before the Christian Associations

May 30th Senior Class Day
Annual Meeting of the Alumni Association

May 31st Commencement Day
Conferring of Degrees
Commencement Address

Board of Trustees

	Term Expires
David White, Greensboro, N. C.	1920
Dudley D. Carroll, Chapel Hill, N. C.	1920
Chas. F. Tomlinson, High Point, N. C.	1921
Zeno H. Dixon, Elkin, N. C.	1921
N. C. English, Trinity, N. C.	1922
Wm. T. Parker, High Point, N. C.	1922
Henry A. White, High Point, N. C.	1923
D. Ralph Parker, High Point, N. C.	1923
C. P. Frazier, Greensboro, N. C.	1924
Walter E. Blair, Greensboro, N. C.	1924
J. Elwood Cox, High Point, N. C.	1925
Jeremiah S. Cox, Greensboro, N. C.	1925

J. Elwood Cox, *Chairman*
David White, *Secretary*

Advisory Committee

Appointed by the Yearly Meeting

	Term Expires
Priscilla B. Hackney, Greensboro, N. C.	1920
Roxie D. White, Guilford College, N. C.	1920
Sandia Lindley, Pomona, N. C.	1920
Mary M. Petty, Greensboro, N. C.	1921
Gertrude W. Mendenhall, Greensboro, N. C.	1921
Bertha Cox, High Point, N. C.	1921
Mary D. Cox, High Point, N. C.	1922
Mary E. M. Davis, Guilford College, N. C.	1922
Anna W. Williams, Guilford College, N. C.	1922

Standing Committees of the Trustees

Officers and Faculty—C. F. Tomlinson, N. C. English, D. D. Carroll.

Literary Department—Dudley D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Boarding Department—C. P. Frazier, Zeno H. Dixon, Walter E. Blair.

Buildings and Grounds—D. Ralph Parker, David White, H. A. White.

Water, Lights and Heat—H. A. White, J. S. Cox, D. Ralph Parker.

Farm—W. T. Parker, N. C. English, Walter E. Blair.

Endowment Fund—J. E. Cox, David White, N. C. English.

Auditing and Finance—J. S. Cox, D. D. Carroll.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

FACULTY

RAYMOND BINFORD, S. M., PH. D.

BIOLOGY

B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College since 1918.

LEWIS LYNDON HOBBS, A. M., LL. D.

EDUCATION

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek, Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN AND HISTORY

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin, Guilford College, since 1892.

MARK BALDERSTON, A. B.

PHYSICS

A. B., Haverford College, 1912; Student Harvard University, 1912-1913; Instructor Lafayette College, 1913-1915; Professor of Physics, Guilford College, since 1915.

ALMA TAYLOR EDWARDS, A. B.

ASSISTANT IN LATIN AND ENGLISH

A. B., Guilford College, 1907; Bryn Mawr College, 1907-1908; Teacher Latin and Mathematics, Chester High School, 1908-1910; Teacher of Latin, Pineland School for Girls, 1910-1914; Assistant in Latin and English, Guilford College, since 1914.

ANNA WILKINS ROBERTS, A. B.

FRENCH

A. B., Bryn Mawr, 1915; Principal Plymouth Friends' School, 1915-1917; French and German, Guilford College, since 1917. On leave of absence 1919-1920.

BESSIE V. NOLES, A. B.

HOME ECONOMICS

A. B., Bessie Tift College, 1906; Teachers' College Columbia University, 1915; Librarian and Instructor Bessie Tift College, 1906-1914; Teacher of Home Economics, Salem College, 1915-1917; Teacher of Home Economics, Guilford College, since 1917.

FRANCIS CHARLES ANSCOMBE, A. B.

HISTORY AND BIBLICAL LITERATURE

A. B., Earlham College, 1916; Assistant in Biblical Literature, ibid., 1916; Assistant in English and Graduate Student, ibid., 1917; Graduate Student in Philosophy, History and Hebrew, Johns Hopkins University, 1918-19; Professor of History and Economics, Guilford College, 1918.

ELEANOR MAY GIFFORD, A. M.

ENGLISH

A. B., Mount Holyoke College, 1915; A. M., Haverford College, 1918; Professor of English, Guilford College, since 1918.

WILLIAM AUGUSTUS RUDISILL, A. B., B. S., M. S.

CHEMISTRY

A. B., Lenoir College, 1909; B. S., University of N. C., 1911; Assistant in Chemistry, ibid., 1911; Professor Chemistry and Physics, Lenoir College, 1911-1913; M. S., University of North Carolina, 1914; Assistant in Chemistry, ibid., 1914; Graduate Student, ibid., 1914-1915; Professor of Chemistry and Physics, Thiel College, 1915-1916; Instructor in Chemistry, Purdue University, 1916-1919; Professor of Chemistry, Guilford College, 1919-1920.

LAURA JENNIE BEACH, A. B.

FRENCH

A. B., Vassar College, 1896; Graduate Student Yale University, 1898-1899; Graduate Student Berlin University, Sorbonne, 1900-1901; Teacher of French, German and Art, High School, Shamokin, Pa., 1896-'98; Teacher of German and French, Holyoke, Mass., 1899-'00; Teacher of French, German and History, High School, Laconia, N. H., 1901-1902; Teacher of French, High School, Troy, N. Y., 1902-1916; Teacher of French, Guilford College, 1919-1920.

MARK CARTER MILLS, A. B.

POLITICAL SCIENCE AND ECONOMICS

A. B., Earlham College, 1916; Teacher of History, West Newton (Ind.) High School, 1914-1915; Instructor in History and Political Science, Pacific College, 1916-1917; Guilford College, 1919-1920.

J. WILMER PANCOAST, B. S.

MATHEMATICS

B. S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Professor of Mathematics, Guilford College, since 1919.

BARBARA JANE RUDISILL, B. Mus.

PIANO

B. Mus., Lenoir College, 1910; Assistant Teacher of Music, Lenoir College, 1910-1912; Student of Music. New England Conservatory, 1913-1914; Supervisor of Music in Public Schools, Kings Mountain, N. C., 1915-1916; Teacher of Music, Lafayette, Indiana, 1918-1919; Guilford College, since 1919.

JAMES WESTLEY WHITE

VOCAL

Student at International School of Vocalists, Boston; Private Teachers, New York; Soloist in leading churches of Boston and New York, in festivals and tours; Director of Chorus and Choir; Instructor in Vocal Music, Guilford College, 1919-1920.

JOSEPH T. MADDOX

INSTRUCTOR IN BIOLOGY

L. LEA WHITE, A. B.

EDUCATION

A. B., Guilford College, 1904, and Haverford College, 1905; School of Education, University of Virginia Summer Session, 1907; Principal Jamestown High School 1905-1910; Principal Winston-Salem City High School, 1910-1920; elected Professor of Education at Guilford College.

ROBERT S. DOAK, A. B.

PHYSICAL DIRECTOR

ELEANOR BALLARD, A. B.

PHYSICAL DIRECTOR FOR GIRLS

A. B., Earlham College, 1920. Elected for 1920-1921.

GERTRUDE HOBBS, A. B.

A. B., Guilford College, 1919. Assistant in French, 1919-1920.

NANCY EVA LASLEY, B. S.

B. S., Guilford College, 1913. Assistant in Mathematics, 1919-1920.

BEATRICE LYNNE BYRD, B. M.

B. M., Greensboro College for Women, 1914; Voice Diploma, Greensboro College, 1914; Pupil of Anthony Carlsen, Los Angeles, Calif.; Studio Assistant to Director Greensboro College for Women, 1913-1914; Teacher of Voice and Piano, Greenville (S. C.) Woman's College, 1916-1918.

Officers of Administration

RAYMOND BINFORD
PRESIDENT

MARK BALDERSTON
DEAN

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DEAN OF WOMEN

MARK C. MILLS
DEAN OF MEN

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SARAH E. BENBOW
MATRON

ETHEL G. LOVETT
SECRETARY TO THE PRESIDENT

EMILY R. LEVERING
MATRON NEW GARDEN HALL

Committees of the Faculty

Executive—Prof. Balderston, Dr. Hobbs, Miss Edwards, Miss Osborne.

Absences—Profs. Balderston and Mills, Miss Osborne, Miss Beach.

Library—Miss Julia White, Profs. Davis and Anscombe, Miss Edwards, Miss Gifford, Miss Noles.

Athletics—Robert S. Doak, Profs. Balderston and Pancoast.

Girls' Athletics—Miss Noles, Miss Edwards.

Discipline—Profs. Mills and Balderston, Miss Edwards, Miss Osborne, Mrs. Levering.

Social—Miss Osborne, Prof. and Mrs. Rudisill, Prof. Balderston.

Credentials—Prof. Balderston, Miss Gifford, Miss Edwards.

Publications—Prof. Anscombe, Dr. Hobbs, Miss Edwards.

Examinations—Miss Noles, Miss Gifford, Prof. Pancoast.

Campus—Dr. Hobbs, Mr. Farlow, Miss Benbow, Miss Noles.

Debates and Lectures—Profs. Anscombe and Mills, Miss Gifford, Coach Doak, Dr. Hobbs.

HISTORICAL SKETCH

New Garden Boarding School

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and nineteen years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership — a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other States, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Guilford College

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the State in 1888, with authority to confer academic degrees upon the completion of a college course.

Location

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro was chosen in the midst of a progressive neighborhood. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty-two years the institution has flourished and developed.

Material Equipment

Farm and Campus

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The college table is supplied abundantly with milk and butter of the highest grade. An increasing effort is being made by the farm management to supply the major portion of the vegetables and fruits, both fresh and canned, which the college family uses during the year. The farm and dairy equipment and management are thoroughly modern in every respect and are valuable object lessons for students interested in agriculture.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

Founders Hall

On entering the grounds at the "1909" gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and

third floors equipped as a modern dormitory for girls. On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the Matron's rooms, reception rooms, book store and offices of the Guilfordian, the College Treasurer, and the Business Manager. On the second floor is a large assembly room for the Young Women's Christian Association.

Archdale Hall

This hall was erected in 1886 and was named in memory of the Quaker Governor, John Archdale. It is used as a boys' dormitory and will comfortably accommodate forty-eight young men.

Y. M. C. A. Hall

This hall was built in 1891 to accommodate the Young Men's Christian Association. Recently the interior of this building has been remodeled. The Y. M. C. A. room has been enlarged and improved. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

Memorial Hall

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is

named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the President's office, the Dean's office, the Chemistry Laboratory and Lecture Rooms, the Biology Laboratory, the Home Economics Laboratory, the Music Department, the Auditorium, and the Museum.

New Garden Hall

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The Hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

The Library

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study.

The original Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been to make it most available for use, hence our facilities for reference work are especially worthy of comment.

The Library is intended to be, and is well fitted to be, the workshop of the College, the center of its intellectual life.

There are now over ten thousand volumes in the Library and these are in use daily by students and persons connected with the College. A large donation has come recently, consisting of the entire library of Anna Yarnall, of Philadelphia. The reading room is well supplied with the state papers, and the best of magazines and periodicals representing general literature and the special departments.

King Hall

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains eight large class rooms and the Physics Laboratory.

Cox Hall

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams. No expense has been spared to make Cox

Hall artistic both inside and out and to provide it with every modern convenience.

The Church

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

The Gymnasium

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving ample room for spectators at intercollegiate contests.

Athletic Fields

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of ground of three acres, perfectly adapted to football, soccer, baseball and track. It is surrounded by a quarter mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving ample room for all to play who desire to do so.

The girls' athletic grounds are situated to the west of New Garden Hall.

The Laboratories

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These

laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern apparatus and offer every facility for elementary or advanced work.

The various material resources outlined above have been made possible by the generosity and aid of a large circle of friends of Guilford College, and everything has been done with a view to giving young women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

Policy and Ideals

The founders of the College desired to establish an institution where a broad liberal culture might be

secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid mental training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories, thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach and the excellent reputation which the graduates of the College have acquired in this work has been due to the fact that it is insisted on that a student is not prepared to teach unless a thorough knowledge of the

subject to be taught is gained. A sufficient number of courses in Education are offered to give the student a proper professional training and satisfy all the State requirements, but these courses are not multiplied at the expense of those subjects which make a well stocked mind the greatest asset in a school room.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

Religious Exercises

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by its brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive, healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their weekly prayer meetings, Bible classes, Mission Study classes, etc., exercise a helpful and uplifting influence.

Endowment

The encouragement to make still greater provision for the future, which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvements in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White who, in his lifetime, gave assistance and great encouragement to the work of education in North Carolina.

The Jonathan E. Cox Fund of $5,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The John B. Griffin Fund of $1,250—a scholarship fund for girls.

The Joseph J. Cox Memorial Fund of $3,000.00—for the Biblical Department.

The Rufus and Lydia White Memorial Fund of $1,000—endowment.

The George W. White Memorial Fund of $1,000—endowment.

The total sum of permanent funds—those named above, and others—is $198,086.95. The plant and the endowment are now worth more than half a million dollars.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must have four years of high school preparation or a full equivalent. A chief cause of failure in college work is unsatisfactory preparation, and a thorough knowledge of preparatory subjects is absolutely essential before taking up the work of the college course.

Applicants will be admitted without examination upon presentation, on or before the opening of the college year, of a Certificate of Admission from an accredited high school. Blank certificates will be furnished on application to the College and should be filled out and sent in some time during, or before, the summer vacation. It is important that this be done as early as possible as it is difficult to secure records from teachers while on their vacations. The Certificates of Admission must be filled out and signed by the Principal of the school from which the applicant comes. If two or more high schools have been attended, a certificate must be secured from each one.

Examinations will be required before credit is given for any subject which has not been properly certified.

Students coming from accredited high schools, if recommended in fourteen units in which the required units are included, are given Freshman standing. Students so recommended who have not more than two units of deficiencies, either of required subjects or of electives, are given conditional Freshman stand-

ing. Such conditions should be removed before the beginning of Sophomore year. The Preparatory Department offers an excellent opportunity for their removal.

Credits allowed on credentials are in all cases conditional. A student thus admitted has only probationary standing for the first term and if his work in any Freshman subject indicates that his preparation in that subject has been insufficient he may be required by action of the faculty to complete his preparation in the proper course of the Preparatory Department or pass a creditable examination over the preparatory work before he may again enter the course in question.

Beginning with 1921 fifteen units will be required for unconditional Freshman standing.

Preparatory Subjects Required for Entrance

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	4	units
History	1	unit
Electives	3½	units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

For groups AI, AII and AIII four units of Latin must be presented.

Not more than three units will be accepted in History.

Students entering courses BI, BII and BIII are urged to present French or German for entrance if possible.

The electives must be selected from the following list:

Table of Subjects Accepted for Entrance

Subjects	Topics	Units
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Advanced Algebra	½ or 1
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	½
Mathematics E	Trigonometry	½
History A	Ancient	1
History B	Mediaeval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Caesar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1

Science A	Physical Geography	½ or 1
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Science E	Botany	½ or 1
Science F	General Science	½ or 1
Civics	Civil Government	½
Biblical Literature		1

Applicants for admission who desire entrance credit for such vocational subjects as Agriculture, Home Economics, Bookkeeping, Commercial Geography, Commercial Arithmetic, Stenography and Typewriting, Mechanical Drawing and Manual Training, will receive such credit only after a special investigation has been made. A complete record of the work done must be submitted and passed upon by the committee on credentials. Not more than one unit for one subject or two units altogether will be given for subjects in this list.

One unit in Biblical Literature is accepted from high schools or from Sunday schools which comply with the standards set by the Council of Church Boards of Education.

Specifications Regarding Entrance Units

Civics

Civics One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

English

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition. Abundant practice in composition, with readings from masterpieces of American Literature.

English C—Reading and Literature One Unit

REQUIRED FOR STUDY

One selection from each of the following groups:

GROUP I.—DRAMA.

Julius Caesar; Macbeth; Hamlet.

GROUP II.—POETRY.

Milton's *L'Allegro, Il Penseroso,* and either *Comus* or *Lycidas;* Tennyson's *The Coming of Arthur, The Holy Grail,* and *The Passing of Arthur;* the selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

GROUP III.—ORATORY.

Burke's speech on *Conciliation with America;* Macaulay's speech on *Copyright,* and Lincoln's Speech at Cooper Union; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration.*

GROUP IV. ESSAYS.

Carlyle's essay on *Burns,* with a selection from Burns' Poems; Macaulay's life of *Johnson;* Emerson's essay on *Manners.*

REQUIRED FOR READING

Two from each of the following groups:

GROUP I.—CLASSICS IN TRANSLATION.

The Old Testament, comprising at least the chief narrative episodes in *Genesis, Exodus, Joshua, Judges, Samuel, Kings,* and *Daniel,* together with the books of *Ruth* and *Esther;* Homer's *Odyssey,* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's *Iliad,* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid.* The *Odyssey, Iliad,* and *Æneid* should be read in English translations of recognized literary excellence. For any selection from this group a selection from any other group may be substituted.

GROUP II.—SHAKESPEARE.

Shakespeare's *Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus; Julius Caesar; Macbeth; Hamlet.*

N. B.—The last three only if not chosen for study.

GROUP III.—PROSE FICTION.

Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress,* Part I; Swift's *Gulliver's Travels* (*Voyages to Lilliput* and *to Brobdingnag*); Defoe's *Robinson Crusoe,* Part I; Goldsmith's *Vicar of Wakefield;* Frances Burney's *Evelina;* Scott's Novels, any one; Jane Austen's Novels, any one; either Maria Edgeworth's *Castle Rackrent* or *The Absentee;* Dickens' Novels, any one; Thackeray's Novels, any one; George Eliot's Novels, any one; Mrs. Gaskell's *Cranford;* either Kingsley's *Westward Ho!* or *Hereward the Wake;* Read's *The Cloister and the Hearth;* Blackmore's *Lorna Doone;* Hughes's *Tom Brown's School Days;* either Stevenson's *Treasure Island,* or *Kidnapped* or *The Master of Ballantrae;* Cooper's Novels, any one; Poe's *Selected Tales;* either Hawthorne's *The House of Seven Gables,* or *Twice Told Tales,* or *Mosses from an Old Manse;* a collection of short stories by various standard writers.

GROUP IV.—ESSAYS, BIOGRAPHY, ETC.

Either the Sir Roger de Coverley Papers or Selections from the *Tatler* and the *Spectator* (about 200 pages); Selections from Boswell's *The Life of Johnson* (about 200 pages); Franklin's *Autobiography;* either Selections from Irving's *The Sketch Book* (about 200 pages), or *The Life of Goldsmith;* Southey's *Life of Nelson;* Selections from Lamb's *The Essays of Elia* (about 100 pages); Selections from Lockhart's *The Life of Scott* (about 200 pages); Thackeray's Lectures on Swift, Addison, and Steele in *The English Humorists;* Macaulay, one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great* or *Madame d'Arblay;* Selections from Trevelyan's *Life of Macaulay* (about 200 pages); either Ruskin's *Sesame and Lilies* or Selections (about 150 pages); Dana's *Two Years Before the Mast;* Lincoln's Speeches, including at least the two *Inaugurals,* the *Speeches in Independence Hall* and at *Gettysburg,* the *Last Public Address,* and *Letter to Horace Greeley,* together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail;* Thoreau's *Walden;* Lowell's Selected Essays (about 150 pages); Holmes's *The Auto-*

crat of the Breakfast Table; Stevenson's *Inland Voyage* and *Travels with a Donkey;* Huxley's *Autobiography* and selections from *Lay Sermons,* including the addresses on *Improving Natural Knowledge, A Liberal Education,* and *A Piece of Chalk;* a collection of essays by Bacon, Lamb, DeQuincy, Hazlitt, Emerson and later writers; a collection of letters by various standard writers.

GROUP V.—POETRY.

Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's *The Traveler* and *The Deserted Village;* Pope's *The Rape of the Lock;* a collection of English and Scottish ballads, as, for example, some Robin Hood ballads, *The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens,* and a selection from later ballads; Coleridge's *The Rime of the Ancient Mariner, Christobel,* and *Kubla Kahn;* Byron's *Childe Harold,* Canto III or IV, *The Prisoner* of *Chillon;* Scott's *The Lady of the Lake* or *Marmion;* Macaulay's *Lays of Ancient Rome, The Battle of Naseby, The Armada,* and *Ivry;* Tennyson's *The Princess* or *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—,"* and *Instans Tyrannus;* Arnold's *Sohrab and Rustum,* and *The Forsaken Merman;* selections from *American* poetry, with special attention to Poe, Lowell, Longfellow, and Whittier.

French

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

German

German A—Grammar and Composition ...One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

Greek

Greek A—Grammar and Composition One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

History

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediaeval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the Revolution and the adoption of the Constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and Reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Cæsar One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Mathematics

Mathematics A and B—Algebra
One and One-half or Two Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry One-half Unit

With original exercises and problems.

Science

Science A—Physical Geography, One-half or One Unit

The knowledge obtainable from a standard school text-book on this subject, field work.

Science B—Chemistry One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology One-half Unit

A standard school text-book, with demonstrations and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Science E—Botany One-half or One Unit

Any standard school text-book, recitations and laboratory or field work in general botany.

Science F—General Science ... One-half or One Unit

Any standard school text-book, recitations and laboratory work.

Admission to Advanced Standing

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

Special Students

Persons of mature age, who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

Regulations Regarding Re-examinations

Opportunities for the removal of First Term conditions will be given in March and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to remove a condition, shall repeat the course, the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

Grading of Students

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the letters A, B, C, D, and E. A indicates a grade from 91 to 100; B from 81 to 90; C from 70 to 80; D from 50 to 70; and E below 50. The numerical grades do not appear on the reports. A D grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An E grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including all unexcused absences from classes, will be recorded on the reports.

Changing Classification

No student shall be allowed to changed his classification without the consent of the Dean and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after matriculation.

COURSE OF STUDY

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the term hour which equals one recitation hour a week for a term (half year). To obtain a degree a student will be required to complete a minimum of 126 term hours.

The following outline will indicate what subjects are required and what are elective:

Curriculum

FRESHMAN YEAR

English Ia and Ib 4 hours each term
Mathematics Ia, Ib and Ic 5 hours each term
Select two of the following, of which one must be a language, and the other a language, a science or a history:
Latin I and II 4 hours each term
German A or I 4 hours each term
French A or I 4 hours each term
Greek I 4 hours each term
Chemistry I 4 hours each term

SOPHOMORE YEAR

English II 2 hours each term
History I or II 3 hours each term

Select twelve hours from the following, of which four must be in foreign language and four in science:

Latin III or IV	4 hours each term
German A or I	4 hours each term
French A or I	4 hours each term
Greek I or II	4 hours each term
Chemistry I or II	4 hours each term
Physics I	4 hours each term
Biology I	4 hours each term
Mathematics II	4 hours each term
Cookery I	3 hours each term
Housework	1 hour each term

JUNIOR YEAR

Biblical Literature	4 hours each term
Biology I	4 hours each term
Electives	8 hours each term

SENIOR YEAR

Psychology	3 hours first term
Logic	2 hours second term
Electives	13 hours first term 14 hours second term

Rules Governing Electives

In choosing electives the student must take at least three years' work in one subject known as the major subject. For the major subject the student has seven choices, each one corresponding to one of the groups outlined below. When a group is selected its requirements as outlined must be rigidly adhered to. It is better to choose a group upon entrance to the Sophomore year. This choice cannot be postponed later than entrance to the Junior year.

The program of recitations will conform to the groups and conflicts will be avoided if the student elects each study in that particular year of the college course when the outline indicates it should be taken.

Either Chemistry I or Physics I must be chosen during the Freshman and Sophomore years for the A. B. degree and both must be chosen for the B. S. degree in groups BI and BII.

For the A. B. degree a student must elect two years of either French or German and for the B. S. degree in Groups BI, BII and BIII he must have had Course A or an equivalent in both languages and Course I in either of the languages. For the B. S. degree in Group BIV the student must elect two years of a modern language.

Degrees

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII, and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, BIII, or BIV.

Group AI—Ancient Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Livy	4	Tacitus	4
Greek	4	Greek	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
Latin	4	Latin	4
Greek	4	Greek	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology I	4	Biology I	4
German or French	4	German or French	4
Biblical Literature	4	Biblical Literature	4

SENIOR

Psychology	3	Logic	2
Ancient Language	3	Ancient Language	3
German or French	4	German or French	4
Electives	6	Electives	7

Group AII—English Classical

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Livy	4	Tacitus	4
German or French	4	German or French	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Latin	4	Latin	4

JUNIOR

English	3	English	3
Biblical Literature	4	Bibical Literature	4
Biology I	4	Biology I	4
Electives	5	Electives	5

SENIOR

Psychology	3	Logic	2
English	3	English	3
Electives	10	Electives	11

Group AIII—Political Science

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
French or German	4	French or German	4
Livy	4	Tacitus	4

SOPHOMORE

English II	2	English II	2
History II or III	3	History II or III	3
German or French	4	German or French	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Electives	4	Electives	4

JUNIOR

History IIIa or II	3	History IIIb or II	3
American Government	2	American Government	2
Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Electives	3	Electives	3

SENIOR

Economics	3	Economics	3
Psychology	3	Logic	2
Political Science IIa	3	Political Science IIb	3
English	3	English	3
Electives	4	Electives	5

Group AIV—Bible and Religion

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Ancient Language	4	Ancient Language	4
Hebrew Prophets IIa	4	Life of Christ IIIb	4

SOPHOMORE

English IIa	2	English IIb	2
History	3	History	3
Ancient Language	4	Ancient Language	4
Chemistry I or Physics I	4	Chemistry I or Physics I	4
Apostolic Church IVa	3	Church History V	3

JUNIOR

Biblical Literature	4	Biblical Literature	4
Modern Language	4	Modern Language	4
Biology Ia	4	Biology Ib	4
Electives	4	Electives	4

SENIOR

Psychology	3	Logic	2
Modern Language	4	Modern Language	4
Electives	9	Electives	9

Group BI—Chemistry

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
Elective	3	Chemistry III	3
German or French	4	German or French	4
Chemistry II	4	Chemistry II	4
Physics I	4	Physics I	4

JUNIOR

Chemistry V	4	Chemistry V	4
Biology I	4	Biology I	4
History	3	History	3
Mathematics II or Elective	4	Mathematics II or Elective	4

SENIOR

Psychology	3	Logic	2
Biblical Literature	4	Biblical Literature	4
Chemistry IV	4	Chemistry IV	4
* Electives	5	*Electives	5

Group BII—Mathematics and Physics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Mathematics II	4	Mathematics II	4
Physics I	4	Physics I	4

JUNIOR

Mathematics III	4	Mathematics III	4
Biblical Literature	4	Biblical Literature	4
*Electives	8	* Electives	8

SENIOR

Mathematics IV or Physics	3	Mathematics IV or Physics	3
Psychology	3	Logic	2
Biology I	4	Biology I	4
Electives	6	Electives	7

*** See modern language requirement, page 40.**

Group BIII—Biology

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
German or French	4	German or French	4
Chemistry I	4	Chemistry I	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German or French	4	German or French	4
Biology I	4	Biology I	4
* Electives	4	* Electives	4

JUNIOR

Biology	4 or 5	Biology	4 or 5
Organic Chemistry	3	Organic Chemistry	3
Biblical Literature	4	Biblical Literature	4
Electives	5 or 6	Electives	5 or 6

SENIOR

Biology	4 or 5	Biology	4 or 5
Psychology	3	Logic	2
Electives	8 or 9	Electives	9 or 10

Group BIV—Home Economics

FRESHMAN

English Ia	4	English Ib	4
Mathematics Ia	5	Mathematics Ib and Ic	5
Chemistry I	4	Chemistry I	4
German, French or Latin	4	German, French or Latin	4

SOPHOMORE

English II	2	English II	2
History	3	History	3
German, French or Latin	4	German, French or Latin	4
Foods and Cookery	2	Foods and Cookery	2
Home Problems	2	Home Problems	2
Chemistry VI	4	Biology VII	3

JUNIOR

Biology I	4	Biology I	4
Biblical Literature	4	Biblical Literature	4
Clothing and Textiles	2	Clothing and Textiles	2
Art Appreciation	2	House Planning	2
* Electives	4	* Electives	4

SENIOR

Psychology	3	Logic	2
Dietetics	2	Methods in Home Economics	2
Dressmaking	2	Dressmaking and Millinery	2
Sociology	3	Electives	10
Electives	6		

* See modern language requirement, page 40.

Departments of Instruction

Biblical Literature

I*ab*. Credit hours 8.

Biblical Literature.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

II*a*. Credit hours 4.

The Hebrew Prophets.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and the permanent spiritual message is examined. Textbook, lectures and reports. Four hours a week. First half year.

III*b*. Credit hours 4.

Life of Christ.—A reverent, scholarly examination of the Life of Lives. Burton and Stevens' Harmony of the Gospels is used. Open to all students of college standing. Four hours a week. Second half year.

IV*a*. Credit hours 3.

THE APOSTOLIC CHURCH.—In this course a study is made of the Acts and Epistles. The development of Christian thought is traced from the time of Pentecost to the end of Paul's missionary labors. Lectures, assigned readings, and reports. The class is conducted on the seminar method. First half year. Not offered 1920-1921.

V*b*. Credit hours 3.

THE HISTORY OF THE CHRISTIAN CHURCH.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, Latin, Lutheran and Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Second half year. Not offered 1920-1921.

GREEK NEW TESTAMENT.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explanation of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

Religious Training

Other courses in religious instruction will be announced in a special bulletin. They will consist of training for Bible school workers, community and missionary work. The purpose will be to train peo-

ple for religious service and usefulness in their home neighborhoods.

Biology

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 x 60 feet, is well equipped for all the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

I*ab*. Credit hours 8.

GENERAL BIOLOGY consists of a study of the general facts, processes and laws that govern the ex-

istence of living things. Both plants and animals will be studied. Their structure will be observed, their life-history worked out and the life-processes learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and cooperation are also discussed. Two lectures and two laboratory periods a week throughout the year.

II*ab*. Credit hours 8.

COMPARATIVE ANATOMY OF THE VERTEBRATES AND GENERAL EMBRYOLOGY.—In this course the structure of the different types of vertebrate animals is studied and the principles of evolution discussed. In the spring the development of a vertebrate animal from the egg to adult form is followed, the chick being used as the chief example for observation. Two lectures and two laboratory periods a week throughout the year.

III*ab*. Credit hours 6.

ADVANCED BIOLOGY.—Courses in morphology or physiology of plants or in cytology, histology and heredity or in bacteriology will be offered according to the wishes of students who are prepared to take them. Three hours a week throughout the year.

IV*ab*. Credit hours 4.

HEREDITY AND EVOLUTION.—Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory. Two lectures a

week throughout the year. Open to Juniors and Seniors or to those who have had General Biology.

VII*b*. Credit hours 3.

CONQUEST OF DISEASE WITH LABORATORY WORK IN BACTERIOLOGY.—A study of some of the common prevalent diseases, with special emphasis upon prophylaxis, anaphylaxis and preventative medicine. A study of some of the more common non-pathogenic bacteria, which are illustrative of the various types, is taken up in the laboratory. The process of fermentation, sterilization and the various industrial applications of bacteria and bacterial products are taken up both in laboratory and class. Three lectures or six hours of work in the laboratory are required. Second half year.

Chemistry

The Chemistry Department is located in two large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for fifty students. The laboratories are supplied with water, gas, light, electricity and compressed air. Up-to-date apparatus has recently been increased materially, and all necessary requirements for accurate and efficient analyses are at hand. An exhibit of various commercial chemical products and raw materials has been started and will be enlarged. Recent chemical journals and a chemical library of over 150 volumes give a valuable working reference library. The full amount of chemistry necessary for pursuing

a medical course or entering industrial chemistry is offered.

I*ab*. Credit hours 8.

GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and their compounds. The laboratory work takes up the preparation and study of the properties of the common elements and their compounds. Required Freshman year of all students electing the Chemistry, Physics and Mathematics, Biology and Home Economics Groups. No credit will be given for a half year's work in this course. Two lectures or recitations and two laboratory periods per week, the entire year.

Text.—McPherson and Henderson, A Course in General Chemistry.

II*ab*. Credit hours 8.

QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and three laboratory periods each week. Prerequisite, Chemistry I. All year for students electing the Chemistry Group.

Text. — Baskerville and Curtman, Qualitative Analysis.

III*b*. Credit hours 4.

QUANTITATIVE ANALYSIS.—A thorough study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above

methods. Lectures, laboratory and stoichiometric exercises. Two lectures and six hours laboratory each week. Prerequisites, Chemistry I and II. Second term.

Text.—Mahin, Quantitative Chemistry.

IV*ab*. Credit hours 8.

ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and one laboratory period of three actual hours per week. This course is required of all students in the Chemistry and Biology Groups and will be essential to students of medicine. All year.

Text.—Norris, Organic Chemistry.

V*ab*. Credit hours 8.

ADVANCED QUANTITATIVE CHEMISTRY.—This is a continuation of Course III, and consists of the analysis of minerals, oils, fuels, water, iron, steel and alloys and agricultural products. Laboratory and lectures. Throughout the year.

VI*a*. Credit hours 4.

CHEMISTRY OF FOOD AND NUTRITION.—This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Four hours. First half year.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except Course IV, one laboratory period consists of two and one-half actual hours.

A breakage deposit of $3.00, which is included in the term fee, is required of all students in the Chemistry Department.

Education

Courses in this department are designed primarily as electives for Juniors and Seniors who are preparing for the profession of teaching; however, the courses are open to young men and women of maturity who, wishing to teach, may not be able to complete a college education, and for graduates of this college or any other who wish to avail themselves of professional teacher training.

I*a*. Credit hours 3.

HISTORY AND PRINCIPLES OF SECONDARY EDUCATION.—This course covers a brief general survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school system and how these demands are found imbedded in present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern edu-

cational theory and practice. A scientific and at the same time practical study of the principles and technique of class instruction is attempted—*practical and tested applications are emphasized at all times.* The different lesson types, the art of questioning, the lesson assignment, lesson plan, teaching how to study, supervised study, motivation, problem-project method, measurement of teaching results, problems of school morale are gone into with considerable care and thoroughness. A careful study of North Carolina School Law is included in this term's work. Required for certification. First half year, Junior year.

II*b*. Credit hours 3.

SPECIAL METHODS OF TEACHING.—While this course is intended primarily for those who plan to make high school teaching a profession, its applications may be applied to elementary school work to advantage. It includes a preliminary study of the nature of high school pupils, the qualifications of the teachers and the practical problems and methods of teaching high school subjects. A typical subject, such as special methods in teaching English, is used as the basis of the work of this course, though other subjects are developed with sufficient detail to give the student an extensive background for the later needs of the class room. As indicated, this course is intended to be extremely practical and to furnish the young teacher with many of the details of class instruction without which years of experience would be necessary to work out for himself. Second half year, Junior year.

III*a*. Credit hours 4.

ADOLESCENT PSYCHOLOGY.—The prime aim of this course is to acquaint the student with adolescent child nature and capacities. As a background for this study a general survey of earlier child nature and capacities is taken up at the beginning of the course. This is followed by a more detailed consideration of original tendencies, impulses, and mental characteristics of the adolescent period, laws of learning, individual differences in high school pupils, exceptional children, and such topics as concern the high school teaching problem. First half year, Senior year.

IV*b*. Credit hours 4.

SCHOOL ADMINISTRATION.—This course is designed primarily to meet the needs of those students who plan to become high school principals, supervisors and superintendents, though the principles upon which the work is based may be employed to advantage by students wishing to enter the field of elementary school administration. Problems of school finances, grading and promotion of pupils, retardation and its remedies, medical inspection, courses of study, vocational education, school programs, teachers' meetings, supervision, organization and systematizing school routine, elimination of waste, proper distribution of the teaching load, effective chapel exercises, high school student organizations, maintaining school morale, student government (to what extent practical and to what extent impractical) are some of the many topics discussed from the standpoint of actual experience in high school work. This course should

be extremely helpful to students wishing to immediately take up positions as high school principals or supervisors. Second half year, Senior year.

Note.—Six half term hours of practice work will be required of all students electing the full course in Education, the practice work to be distributed over the two years allotted to the course.

Text-books for the courses outlined above are yet to be selected.

Occasional theses and reports are required in all courses.

The courses offered in 1919-1920 were as follows:

EDUCATION I. Credit hours 4.

James' "Talks to Teachers", 1 hour; History of Education and School Discipline, 1 hour; Colvin's American High School, 2 hours. Fall term, Junior year.

EDUCATION II. Credit hours 4.

King's "High School Age", 1 hour; Education in Rural and Village Communities, 1 hour; School Hygiene, 1 hour; Davis' "Recitation", 1 hour. Spring term, Junior year.

EDUCATION III. Credit hours 3.

James' Psychology, 3 hours. Fall term, Senior year.

EDUCATION IV. Credit hours 4.

Hollister's "High School and Class Management", 2 hours; North Carolina School Law, 1 hour; Logic, Jevon's, 1 hour. Spring term, Senior year.

English

English I*a* and I*b* are required of all Freshmen; English II*a* and II*b* are required of all Sophomores. These two courses are prerequisite for all other courses in English.

Any student, although having completed the work usually required in English, must take more work suited to his needs, provided any department, supported by the Department of English, reports that student as habitually using poor English, either written or spoken.

I*ab*. Credit hours 8.

ENGLISH COMPOSITION COURSE.—The first quarter is devoted chiefly to eliminating elementary faults in the construction of sentences and of paragraphs. Correct expression is insisted upon as essential. The remaining work of the year consists in reading with analysis by outlining, and in theme writing. These courses place special emphasis on the writing of exposition, though some practice is given in the writing of descriptions and of short stories. All students are requested to secure Webster's Collegiate Dictionary by Merriam Company, provided they do not already have a satisfactory one. Four hours a week throughout the year.

II*ab*. Credit hours 4.

SOPHOMORE ENGLISH LITERATURE.—A historical outline of English Literature from Chaucer to Tennyson. The purpose of the course is to train the stu-

dent to read with rapidity and with intelligent appreciation. A comprehensive view of English literature as a preparation for the more detailed study in the elective courses of the Junior and Senior year is given. The chief authors read are Chaucer, Spenser, Marlowe, Shakespeare, Milton, Dryden, Pope, Defoe, Swift, Gray, Wordsworth, Coleridge, Keats, Byron, Shelley, and Tennyson. Prerequisite, English I*a* and *b*. Two hours throughout the year.

III*b*. Credit hours 3.

ELIZABETHAN DRAMA.—The history of the drama to the Elizabethan period. A brief study of the playwrights preceding Shakespeare and analyses of Shakespeare's leading plays are given. Prerequisite English II*a* and *b*. Second half year.

IV*a*. Credit hours 3.

NINETEENTH CENTURY POETRY. — Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Landor, Rosetti, Tennyson and Browning. Prerequisite, English II*a* and *b*. First half year.

V*a*. Credit hours 3.

NINETEENTH CENTURY PROSE.—Carlyle, Ruskin, Morris, Arnold, Pater and Landor are the chief writers studied. Prerequisite, English II*a* and *b*. First half year (not offered in 1920-1921).

VI*b*. Credit hours 3.

THE ENGLISH NOVEL.—Jane Austen, Thackeray, Dickens, George Eliot, Meredith, Reade, Stevenson

and Hardy. Second half year. Prerequisite, English II*a* and *b*.

VII*b*. Credit hours 3.

ADVANCED COURSE IN GENERAL WRITING.—The work is mainly expository, including a study of critical and familiar essays, but students may take a part of their time for the practice of any forms in which they are interested. Second half year. Prerequisite, English II*a* and *b*.

VIII*a*. Credit hours 3.

AMERICAN LITERATURE.—A survey of the colonial period and a study of representative works of Irving, Cooper, Bryant, Poe, Hawthorne, Emerson, Lowell, Holmes, Whitman, Longfellow, and Whittier. First half year. Prerequisite, English II*a* and *b*.

IX*a*. Credit hours 2.

DEBATES.—The purpose of this course is to give training in the theory and practice of debating. Special attention is given to the making of briefs. Current social, political and economic questions are debated in class. Text-book and class debates. Class limited to sixteen students. Open to all college students. First half year. Elective only.

French

The purpose of this department is to give the student the ability to read, write and speak French with ease and accuracy and through a study of the literature to give not only the knowledge of some of the

world's greatest masterpieces, but also an understanding of the character of the French people, very essential in this age with its ideals of world fellowship.

The courses are planned so that a student with no previous knowledge of French may qualify for Course A. A one year college course or a two years high school course is the prerequisite for French I.

A*ab*. Credit hours 8.

Course for beginners. Pronunciation, conversation, fundamentals of grammar, oral and written exercises. Reading of simple French prose, La Notation Phonétique Internationale and Dictation.

Texts.—Bercy, "Le Français Pratique." Reading selected from: Talbot, "Le Français et sa Patrie"; Marot, "Sans Famille"; Daudet, "Le Petit Chose"; Labiche and Martin, "Le Voyage de M. Perrichon"; Fraser and Squair's "French Grammar," Part I.

I*ab*. Credit hours 8.

Prerequisite, Course A. Careful study of Grammar. Oral and written reproduction of selected passages of texts read. Reading of prose and poetry.

Texts.—Bruce, "Grammaire Française." Reading from: Lamertine, "Jeanne d'Arc"; Hugo, "La Chute"; Pailleron, "Le Monde où l'on s'ennuie"; Buffum, "French Short Stories"; Fraser and Squair's "Grammar," Part II.

II*ab*. Credit hours 4.

Prerequisite, Course I. Phonetics, conversation, reading and writing French.

Texts.—Talbot, "French Composition." Such books as Hugo's "Hernani," Maeterlinck's "Oiseau

Bleu,'' Halévy's ''L'Abbé Constantin,'' are reproduced and discussed in French. Reports on current events and short dialogues containing the familiar phrases of daily use are given.

III*ab*. Credit hours 6.

Prerequisite, Course I. A study of French literature, with special emphasis upon the seventeenth and nineteenth centuries. Lectures conducted in French. Frequent class conferences. Reports (in French). Reading selected from such authors as Corneille, Molière, Michelet, Hugo, Gautier, Alfred de Musset, Alfred de Vigny, Balsac, Mérimée, Maupassant, Anatole France, Rostand and Maeterlinck.

IV*ab*. Credit hours 4.

Prerequisite, Course II. A detailed study of Hugo during the first half year; of Maeterlinck and Rostand during the second.

Geology

I*ab*. Credit hours 6.

The principles of general Geology. Three hours per week throughout two semesters. The work of the first semester deals with structural geology and earth processes, that of the second with historical geology and the study of fossil remains. Throughout the course the dynamic viewpoint of geology will be emphasized. Two lecture periods and one laboratory, field or museum period per week.

Text.—Chamberlain and Salisbury, A College Text-book of Geology.

German

Students wishing to qualify for German I must offer two units of entrance work in the language or a certificate of one year's work in a college.

Course A.—Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee; Hillern, Höher als die Kirche; or equivalents. Second semester a simple prose text. Four hours a week.

Course I.—Prerequisite, Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Wilkommen in Deutschland; Im Vaterland; Goethe, Hermann und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug or equivalents. Four hours a week.

Course II.—Prerequisite, Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

Course III.—An advanced course in German literature open to those who have completed Course II.

Greek

I*ab*. Credit hours 8.

The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II*ab*. Credit hours 6.

In the second year, the third book of the Anabasis and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III*ab*. Credit hours 6.

During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

History

I*ab*. Credit hours 6.

MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year.

II*ab*. Credit hours 6.

ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as a requirement of Sophomores. Not offered 1920-1921.

III*ab*. Credit hours 6.

AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial Period through the expansion of America into a World Power will be studied. Text-books will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Political Science Group; elective in Junior or Senior year in all other groups.

IV*b*. Credit hours 3.

AMERICAN DIPLOMACY.—A comprehensive study of American diplomacy and foreign relations. American relations with the European powers, Latin-American diplomacy, and American diplomacy in the

Orient will be studied. Text-book, lectures and collateral readings. Elective in Junior or Senior year in all other groups. History III*ab* prerequisite. Two hours a week. Second half year. Not offered in 1920-1921.

V*a*. Credit hours 3.

THE PRESENT WORLD SITUATION and the immediate events leading up to it are studied. This is an informal course for advanced students and is conducted on the seminar plan. First half year. Not offered 1920-1921.

Home Economics

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home or to equip them for teaching the subject. Courses in related sciences are given in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among these courses are Chemistry VI, a course in food chemistry; and Biology VII, which deals with the physiology of the digestive system, bacteriology and sanitation.

These courses as well as a course in general chemistry are required of all students specializing in Home Economics.

The laboratory occupies a large, well lighted room in Memorial Hall. It is equipped with wood and oil stoves with facilities for gas. Each student is furnished with equipment for individual work, including a desk with pastry board and drawer containing all necessary articles needed in the preparation and cooking of food. A refrigerator, a full outfit of enameled utensils, a collection of exhibits and food charts, and a complete set of silver, china and table linen are included in the equipment.

Connected with the laboratory is a dining room where experience in practical table service is gained.

I*ab*. Credit hours 4.

FOODS AND COOKERY.—This course includes a general survey of the principles of cookery. The Five Food Principles are studied in detail, and practice is given in the cooking of those foods which serve best as illustrations. The course includes, also, a study of the history of foods, their growth and manufacture. The class prepares and serves two meals. Four hours laboratory per week throughout the year. Sophomore year.

II*ab*. Credit hours 4.

HOME PROBLEMS.—This course includes instruction in the various problems relating to the home. It deals particularly with the following: Selection of site for the house; care of the house, with special reference to plumbing, heating, lighting and ventilation; house cleaning and destruction of household pests; emergencies that may arise in the home; first

aid methods; and the causes and prevention of contagious diseases. Two recitations per week, throughout the year. Sophomore year.

III*ab*. Credit hours 4.

CLOTHING AND TEXTILES.—In this course instruction is given in hand and machine sewing; knitting, darning and patching. A study of textiles gives primitive forms of textile industries; their later development; characteristics of cotton, linen, woolen and silk fibers. These facts are applied to purchasing of fabrics; to laundering of fabrics. Four hours laboratory per week throughout the year. Junior year.

IV*a*. Credit hours 2.

ART APPRECIATION.—This course includes a general survey of the fields of architecture, sculpture and painting from ancient to modern times. Study is made also of principles involved in city planning, landscape gardening and costume design. Two hours per week recitation. First half year, Junior year.

V*b*. Credit hours 2.

HOUSE PLANNING.—A study of the evolution of the house; making of plans for modern houses; convenience and use of individual rooms; finish of wood work and walls; principles of decoration. Two hours per week of recitations. Second half year, Junior year.

VI*a*. Credit hours 2.

DIETETICS.—This course includes a study of the

nutritive value of foods, with particular reference to the feeding of the individuals of different ages from childhood to old age. Dietaries for invalids and for those suffering from diseases requiring special feeding are planned and prepared. Four hours laboratory work per week. First half year, Senior year.

VII*ab*. Credit hours 4.

DRESSMAKING AND MILLINERY.—Drafting of patterns; use of commercial patterns; characteristics of various fabrics and their suitability for various types of clothing. Making of shirt waist, house and afternoon dress. Work in millinery includes making of frames for hats; covering frames; trimming; retrimming of old hats. Four hours laboratory work per week throughout the year. Senior year.

VIII*b*. Credit hours 2.

METHODS IN HOME ECONOMICS.—This course includes a study of applied Home Economics from two view points: (1) In the home. This deals with the correct apportionment of the family income; efficiency in management. Each Senior spends a certain length of time in practice housekeeping in the model cottage. (2) In the school. A study is made of the Home Economics movement; the development of the work and its introduction into our schools, colleges, and universities. Courses of study are planned for various types of schools. Each Senior is required to do practice teaching. Two hours recitation per week. Second half year, Senior year.

Latin

The purpose of this department is to familiarize the student first with Latin literature of the Augustan period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

I*a*. Credit hours 3.

LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. First half year. Freshman.

II*b*. Credit hours 3.

TACITUS.—This course embraces the Germania and Agricola. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Three hours a week. Second half year. Freshman.

III*ab*. Credit hours 2.

PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week. Throughout the year.

IV*a*. Credit hours 4.

SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. First half year. Not offered 1920-1921.

V*a*. Credit hours 4.

SELECTIONS FROM OVID AND PROPERTIUS. — This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. First half year.

VI*b*. Credit hours 4.

HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Second half year.

VII*a*. Credit hours 4.

CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a

study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. First half year.

VIII*a*. Credit hours 3.

ROMAN COMEDY.—This course embraces the Captive and Trinumus of Plautus, the Phormio and Adelphoe of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. First half year. Not offered 1920-1921.

IX*b*. Credit hours 3.

TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Second half year. Not offered 1920-1921.

Mathematics

I*a*. Credit hours 5.

COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, progressions, undetermined coefficients, the binomial theorem for fractional and

negative exponents, permutations and combinations, and a brief introduction of the theory of equations. Required of all Freshmen. Five hours. First half year.

I*b*. Credit hours 3.

SOLID GEOMETRY.—Required of all Freshmen who do not present it for entrance. Three hours. Second half year.

Text.—Wentworth and Smith.

I*c*. Credit hours 2.

PLANE TRIGONOMETRY.—Derivation of formulae with their application; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all Freshmen. Two hours. Second half year.

Text.—Wells' New Plane Trigonometry.

II*ab*. Credit hours 8.

ANALYTIC GEOMETRY.—Discussion and construction of loci; the straight line; circle; parabola, ellipse and hyperbola; polar coordinates; transformation of co-ordinates; tangents; also geometry of three dimensions, including the curve in space, the plane, and quadric surfaces. Required of all students electing Mathematics and Physics Group. Four hours throughout the year.

Text.—Smith and Gale's New Analytic Geometry.

III*ab*. Credit hours 8.

DIFFERENTIAL AND INTEGRAL CALCULUS.—Differentiation and integration of algebraic and transcen-

dental functions; areas, volumes, and surfaces; infinite series; maxima and minima; properties of curves and radius of curvature; numerous applications to geometry, physics, chemistry and engineering. Required of all students electing the Mathematics and Physics Group. Prerequisite, Mathematics II. Four hours throughout the year.

Text.—Granville.

IV*ab*. Credit hours 8.

DIFFERENTIAL EQUATIONS.—The solution of ordinary and partial differential equations of the first and higher orders. Geometrical, mechanical, and physical applications. Prerequisite, Mathematics III. Three hours throughout the year.

Text.—Murray's Differential Equations.

V*b*. Credit hours 3.

SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit, and level. Stadia and plane table work. The use of the solar attachment. Resurveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct forms of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Prerequisite, Mathematics I*c*. Three hours. Second half year.

VI*a*. Credit hours 2.

DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of astronomy and offers an elementary

explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

A telescope, solar transit, students' spectrometer, and sextant enable the students to supplement their work with observations as required. Two hours. First half year.

Philosophy

I*a*. Credit hours 3.

PSYCHOLOGY.—A course in general Psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Required of all Seniors.

Text.—James' Psychology, Briefer Course.

II*a*. Credit hours 3.

HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of modern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The text-books used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Philosophy." Lectures, discussions and a thesis. Senior or Junior years. Three hours. Not offered 1920-1921.

III*b*. Credit hours 3.

ETHICS.—In this course the trend of Christian ethics is considered historically, and an attempt is

made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with text-book and a theme on some phase of ethical study. Three hours. Junior or Senior years. Not offered 1920-1921.

IV*b*. Credit hours 2.

LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

Text.—Jevon's Lessons in Logic.

Physics

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall. One of these serves as a shop. Here also are a 6 H. P. kerosene engine, a 3 3-4 K. W. 110 volt D. C. generator, rotary air pump, pressure tanks, and a 14 volt 60 ampere-hour storage battery. The other room serves as a laboratory and lecture room. The lecture apparatus has been well selected to illustrate the most important phenomena of Physics. For accurate experimental work by the advanced student there are several excellent pieces of apparatus by Gaertner, a good assortment of Weston Meters, a Leeds and Northrup Potentiometer and other high grade instruments. The laboratories are piped for gas and wired for 110 volt A. C. and 110 volt D. C. and 14 volt storage current. The equipment of the wireless telegraph station has been much improved since the close of the

war and augmented by up-to-date receiving apparatus.

I*ab*. Credit hours 8.

GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and two two-hour laboratory periods each week throughout the year.

No credit will be given for less than a year's work.

Text.—Kimball, College Physics.

II*ab*. Credit hours 6.

ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. Three hours throughout the year—lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

III*a*. Credit hours 3.

MOLECULAR PHYSICS AND HEAT.—This course is a study of molecular motions and forces with application to the phenomena of expansion, solution and evaporation, osmosis, refrigeration, capillarity and related topics. Prerequisite, Physics I. Lectures and recitations. First half year.

III*b*. Credit hours 3.

THEORETICAL MECHANICS.—During the first quarter the subject is developed historically. During the second quarter a more detailed study is made of problems in statics, dynamics of a particle, and elementary rigid dynamics. Prerequisite, Physics I. Lectures and recitations. Second half year.

IV*a*. Credit hours 3.

THEORY OF IONS AND ELECTRONS.—The dissociation theory in relation to primary cells and electrolysis, conduction of electricity through gases, radioactivity and X-rays. Prerequisite, Physics I. Lectures and recitations. First half year. Not offered 1920-1921.

IV*b*. Credit hours 3.

ELECTRIC WAVES.—Production and reception of damped and undamped waves with a special study of the three element vacuum tube. Prerequisite, Physics I. Lectures, recitations and laboratory. Second half year. Not offered 1920-1921.

Political Science and Economics

I*ab*. Credit hours 6.

ECONOMICS.—The purpose of this course is to give the fundamental principles underlying our industrial life. The course is based upon the study and discussion of a text-book supplemented by lectures and assigned readings on current economic problems. Juniors and Seniors. Three hours throughout the year.

II*a*. Credit hours 3.

POLITICAL SCIENCE.—The purpose of this course is to furnish an introduction to the study of the nature, origin, and evolution of the state, the more important political theories and the organization and operation of government.

Text-book, assigned readings and reports. Juniors and Seniors. First half year.

II*b*. Credit hours 3.

COMPARATIVE GOVERNMENT.—This course offers a comparative study of the constitutions and forms of government of the United States, England, Germany, France and Switzerland. Text-book and lectures. Juniors and Seniors. Second half year.

III*ab*. Credit hours 4.

AMERICAN GOVERNMENT.—The purpose of this course is two-fold; to prepare students for more advanced study of government and to make them more intelligent citizens. The course deals with the origin, structure and development of national, state and local governments in the United States. Sophomores, Juniors, Seniors. Two hours throughout the year.

For other courses see Department of History.

IV*a*. Credit hours 3.

SOCIOLOGY.—The purpose of this course is to furnish an introduction to the study of society. A study is made of the development of modern social institutions and attention is given to a consideration of social forces, social processes, policies and principles. Text-

book, assigned readings, lectures and reports. Juniors and Seniors. First half year. Omitted 1920-1921.

IV*b*. Credit hours 3.

RURAL PROBLEMS.—The purpose of this course is to give students an insight into the outstanding social and economic problems of country life and to put them in touch with the forces already working for rural betterment. The course is designed to be practical and so far as possible to deal with North Carolina conditions. Text-book, assigned readings, lectures and reports. Juniors and Seniors. Second half year. Omitted 1920-1921.

Music

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

Diplomas are given to those who complete the courses.

Credit toward the bachelor's degree to the amount of not more than eight hours will be allowed for work in the intermediate and advanced grade in piano work and in the last two years of the course in voice. This credit will not be allowed except upon the recommendation of the instructor in charge.

Courses of Study

Candidates for the certificate in music must have completed preparatory work equivalent to a high school course.

COURSE I

Pianoforte, German A or I,
Theory, English I,
History of Music, History I or II.

COURSE II

Voice Culture,
Pianoforte (through the intermediate grade),
Theory, German A or I,
History of Music, English I.
French A or I,

Pianoforte

Three grades: Elementary, Intermediate, Advanced.

Special attention will be given to hand positions, the proper use and control of finger, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

ELEMENTARY GRADE

Finger and wrist exercises, scales taught in contrary and parallel motion, canon form, grouping by accent or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Studies selected from: Kohler's Pianoforte Method, Kohler's Studies, Op. 50, Loeschhorn, Op. 65, Burgmuller, Czerny, etc.

Pieces by Gurlitt, Reinecke, Gaenschals, Streabbog and others.

Intermediate Grade

Technical exercises. Scales in double thirds and sixths.

Studies by Bertini, Heller, Op. 47 and 45, Czerny, Op. 299, Bach, Loeschhorn, Op. 66, Czerny's "Legato and Staccato," Sonatinas and easier Sonatas of Haydn, Mozart, Beethoven.

Mendelssohn's "Song Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint-Saens, Chopin, Schubert and others.

Advanced

Technical exercises. Scales in all forms, chords and arpeggios.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concertos by Beethoven, Mendelssohn and others.

Vocal

The course covers a period of three years and comprises a thorough study of the correct principles of voice production and art of singing. Relaxation breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to dic-

tion in English, Italian, German and French, as well as to artistic interpretation.

For graduation from the Vocal Department, the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

FIRST YEAR

Vocalises: F. Sieber, Op. 92-97 for corresponding voices; Concone, Op. 9, and similar studies.

Reportoire: Songs will be selected mainly from folk songs and classical reportoire. Small songs like the following may be given for examination at the end of the first year: Folk Songs; "The Blue Bells of Scotland"; "All Through the Night" (Welsh Air); "Drink to Me Only With Thine Eyes" (Old English); Mendelssohn, Op. 9, No. 5, "In Autumn"; Op. 8, No. 7, "May Song"; Op. 99, No. 3, "The Favorite Spot"; Weber's "Cradle Song."

SECOND YEAR

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: "Salvatore Marchesi," Op. 15, twenty elementary and progressive vocalises; Concone, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: Mac-

Dowell's Op. 47, No. 1, "The Robin Sings in the Apple Tree"; Mendelssohn's Op. 71, No. 3, "To the Distant One"; Op. 47, No. 6, "By the Cradle"; Franz, Op. 5, No. 5, "Maid with Lips Like Roses Blooming"; Op. 9, No. 3, "Entreaty"; Schumann's Op. 127, No. 2, "Thy Lovely Face"; Op. 79, No. 14, "Ladybird."

To the repertoire of the second year should be added also the anthology of Italian song of the seventeenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

THIRD YEAR

Technique: With normal development, the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, twenty-four easy vocalises; Parofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms and modern songs by American, French and German composers are included in this year. Selections from standard oratorios and operas are also studied.

FINAL EXAMINATIONS

The quality of each voice should be good (considering the natural quality of each voice as the standard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish it at will. During second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation and interpretation.

PREPARATORY SCHOOL

In order to accommodate some of our patrons who are not in reach of good high schools we are carrying two years of preparatory work to prepare students for the Freshman Class.

Archdale Hall will accommodate forty-eight boys and will be in charge of a member of the faculty who will give special attention to life and studying of the boys who room there. No boys in preparatory grades and under twenty-one years of age will be admitted to Cox Hall.

The following courses are offered:

FIRST HALF YEAR		SECOND HALF YEAR	
English A	5	English A	5
English B	5	English B	5
English C	5	English C	5
Primary Latin	5	Primary Latin	5
Cæsar	5	Caesar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
Ancient History	5	Ancient History	5
American History	4	American History	4
Biblical Literature	4	Biblical Literature	4
Science	4	Chemistry A	4

English

A*ab*. The review of English Grammar, together with the study of four English classics and the prin-

ciples governing punctuation and the structure of the paragraph, comprises the work of this course.

English A is required of all preparatory students who have had only one year of High School work in English.

Texts.—Kittredge and Farley, "Concise English Grammar"; Hanson's "Two Years' Course in English Composition," Part I; The Sketch Book, The Merchant of Venice, Kidnapped, and the Ancient Mariner.

B*ab.* English B consists of a study of the construction of the sentence and of the paragraph. Drill in the writing of easy Exposition, Description, and Narration is given. Five classics are read.

This course is required of all students who have had only two years of High School work, and is also required of all students presenting only one entrance credit in English.

Texts.—Hanson's "Two Years' Course in English Composition," Parts II and III, The Spectator Papers, Julius Caesar, A Collection of Short Stories, Idylls of the King, and Silas Marner.

C*ab.* English C completes the preparation for college work. Constant practice in the various forms of composition is given. Correct expression, grammatical accuracy, and the logical construction of long papers are the chief objects of the course. Five classics are read.

English C is required of all students who have had only three years of High School work and also of all

students who have presented only two units of entrance credit in English.

Texts.—Canby and Opdycke, "Elements of English Composition"; Burke's Reconciliation with America; Macbeth, Essay on Burns, Essay on Johnson, and Milton's Minor Poems.

Latin

Three years in Latin are given in the Preparatory School.

A*ab*. PRIMARY LATIN.—This is a five hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

B*ab*. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books (I-IV). Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

C*a*. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

C*b*. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A

thorough drill in syntax is given. Poetic peculiarities and prosody are studied.

Mathematics

ALGEBRA B*ab*. Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text.—Wentworth and Smith.

PLANE GEOMETRY.—Prerequisite, Algebra B. Five books and numerous original exercises. Five hours throughout the year.

Text.—Wentworth and Smith.

History

A*ab*. ANCIENT HISTORY.—One year of History is required of all preparatory students. This is a course of Ancient History including Oriental, Greek and Roman. Five hours.

B*ab*. AMERICAN HISTORY.—A course in the history of the American nations is offered to students in the preparatory work. This may be used as an elective in making up the required number of entrance units. Four hours a week throughout the year.

Biblical Literature (Elementary)

A*ab*. A course designed to give preparatory students a comprehensive knowledge of the Holy

Scriptures. Thorough instruction will be given in the history, composition, purpose and contents of the Bible. Special attention will be given to the great personalities of the Bible, and throughout the course a sincere effort will be made to instruct the students in the fundamentals of the Christian faith. Certain choice passages of Scripture will be committed to memory. Lectures, discussions and reports. Required of all preparatory students. First semester, the Old Testament; second semester, the New Testament. Four hours a week.

Science

A*a*. The work in Science during the first half year will consist of general work in science with emphasis upon physics, physiology, physiography or biology according to the needs of the class and the work they have had before coming to Guilford.

A*b*. CHEMISTRY.—The second half of the year will be devoted to an elementary preparatory course in general chemistry. Recitations and laboratory work. This prepares students for the college work in Chemistry.

THE MUSEUM

The Cabinet of National History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

COLLEGE ORGANIZATIONS

Literary Societies

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

The Y. M. C. A. and Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the college. Joint meetings of the two associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these organizations.

Bible classes are held Sunday morning which are led by upper classmen and in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a Christian influence which penetrates every phase of college activity.

The College Chorus

The College Chorus is a mixed choir of fifty voices. The music studied is from the best composers. Each Monday evening at 6:30 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Mr. White.

The Guilfordian Board

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, the alumni editor, the business manager and the two faculty advisers are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

The Alumni Association

The Alumni Association is organized with the following officers: President, A. Wilson Hobbs; vice-president, A. A. Dixon; secretary, Alma T. Edwards; treasurer, E. J. Coltrane; registrar, Julia S. White.

The Alumni Association, through its committees, extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students.

Two meetings are held each year, one at commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

The Athletic Association

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee which makes him a member of the Association with full athletic privileges, along with the right to attend any athletic contests on the campus without further charge.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The major sports are: Track, football, basketball, baseball and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term who registers after October 1st, nor shall any student become a member of a team during the spring who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least eight hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

PUBLICATIONS

The Guilford College Bulletin is issued by the College four times a year. Included under this are: The Catalogue, The Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription price is $1.00 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to two years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems, and sketches of the various student activities of the College.

The Y. M. C. A. Year Book is published during the summer by the Y. M. C. A. It contains all the information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

Scholarships

Haverford and Bryn Mawr Colleges each offer annually to Guilford College a scholarship. In selecting members of the Senior Class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account. No one will be considered eligible to these scholarships who has not been a student at Guilford College for at least two years.

Haverford

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained above.

Bryn Mawr

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above.

Bible Teachers' Training School Fellowship

The Bible Teachers' Training School, of New York City, offers a Fellowship in their School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The Fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

Marvin Hardin Scholarship

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the Spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

High School Scholarships

The Board of Trustees has established tuition scholarships in several high schools of the state. The appointee must be the student, qualified to enter the Freshman class, who has made the highest grades. The appointment is for one year. High schools desiring such scholarship to be placed with them should make application to the College. Only high schools whose standard of work is well established will be awarded such scholarships.

Prizes

Literary Society Prizes in Oratory

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

Literary Society Prizes for Improvement

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

Declamation Prizes for High Schools

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two medals are awarded, one

to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

Honors

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent in any subject, shall be entitled to "Honors."

Members of the Junior class who receive an average grade of 95 per cent in their major work and do not receive a grade below 90 per cent in any subject shall be entitled to "Special Honors."

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent, shall be entitled to "Highest Honors."

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great care is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student show little or no inclination to study, or if he fail to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed or his parents requested to withdraw him.

Students not members of the Senior or Junior classes wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds. If any student persists in using it elsewhere, his standing thereby will be lowered and so entered upon his record.

During the Christmas and Easter vacations no meals will be served at the college and all rooms must be vacated.

EXPENSES

Charges per Half Year

Tuition	$32.50
*Registration	12.00
Tuition, for each term hour over and above 18	2.00
Laundry	9.00
Room rent, Cox Hall (College men)	$23.00 to 25.00
Room rent, Archdale Hall (Preparatory men)	16.00
Room rent, Founders Hall, second floor (Women)	22.50
Room rent, Founders Hall, third floor (Women)	16.00
Room rent, New Garden Hall (Women)	17.50
Board, Founders Hall (Men and women)	90.00
Board, New Garden Hall (Women), estimated	36.00
Deposit Fee (Men)	5.00
Deposit Fee (Women)	2.00

The deposit fee is required from all students. After all unnecessary damages are assessed the remainder is returned at the end of the year.

For students who take two lessons per week in music the cost of the music and one college course will be $80 per year, music and two college courses will be $95 per year, and music and three or four college courses will be $125 per year.

The registration fee of $12.00 is due at the beginning of each half year. The other charges for the half year are divided into two equal payments; one is due at the beginning and the other at the middle of the half year.

* This fee includes library, athletic and lecture fees as well as the expense of registration.

The board bill at New Garden Hall must be paid in advance monthly.

The College maintains a book store where all necessary books and stationery may be purchased for cash.

A graduation fee of $5.00 is charged at the close of the college course.

In case of illness requiring a physician, the student is charged for medical attention and nursing.

Students will be charged from the time of entering until the close of the term. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

No reduction will be made at the opening of a term for less than a month's absence.

All communications relating to financial matters should be addressed to the Treasurer.

Laboratory Fees

The foregoing statements do not include certain laboratory fees which are due in the first payment of each half year.

Chemistry A or VI	$5.00
Other courses in Chemistry	7.50
Biology	4.00
Geology	2.00
Surveying	1.00
Physics	5.00

Cookery	5.00
Preparatory Science	3.00

Cost of Instruction in Music

Piano, two lessons per week, per half year	$30.00
Vocal lessons, two lessons per week, per half year	30.00
One lesson a week, in Piano	18.00
Use of Piano for practice, one period daily, per half year	5.00
Each additional period, per half year	3.00
Certificate for graduation in Music	4.00

New Garden Hall for Young Women

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the treasurer of the College $16.00 per term for room rent, and to the matron of New Garden Hall the actual cost of board in advance. By special arrangements provisions may be furnished at market prices. In this way the board will be furnished for about $8.00 per month for each girl. Girls in this hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $18.00 per year.

Loan Funds

The College is in possession of several funds, the income from which is loaned deserving students. Students who use these funds sign a note which does not bear interest until date of leaving college. The signature of some other responsible person is required.

Three of these funds are: The Miles White Beneficial Society Loan Fund, The Philadelphia Fund, and the Richardson Fund, the combined income from which is about $1,200.00 annually. The College Loan Fund consists of the gradual accumulation from payments of former loans. A loan fund has also been created by the Alumni Association.

Ministerial Students

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a missionary field. Otherwise the note will be in full force and will draw interest.

Self-Help

Guilford offers many opportunities for self-help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money. Some students secure positions as waiters or janitors, while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

Rooms

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before May 15th. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. Every student must make his bed and put his room in order before 10

o'clock each morning. All rooms will be inspected periodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candle power than 25-watt Mazda.

GENERAL INFORMATION

Students are met at the Guilford College station, on the railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station a moderate charge will be made to students, members of the faculty, or visitors.

On arriving at the College at the beginning of the term, young men should go to the governor's office in the center section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the governess at Founders Hall or the matron at New Garden. Students should then go to the Dean's office in Memorial Hall and be properly registered and classified.

The next step is to go to the Treasurer's office in the west end of Founders Hall. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the treasurer, thus indicating that satisfactory financial arrangements have been made.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing sent to the laundry must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College post office is "Guilford College, North Carolina," and all mail should be so addressed.

DEGREES, PRIZES AND HONORS
1918-1919

Degrees

The following degrees were conferred on commencement day, May 27th, 1919:

Bachelor of Arts

Clara Blair
Georgianna Marie Bird
Ruth Coltrane
Vivian McGee Hayworth
Gertrude Mendenhall Hobbs
Eula Eugenia Hockett
Roger Clinton Kiser
Clarence Monroe Macon
Katherine Brittain Smith
John Gurney White
Hervie Nicola Williard

Bachelor of Science

Hobart McKinley Patterson
Joseph Dixon White

Scholarships and Prizes

Bryn Mawr Scholarship Katherine Brittain Smith
Haverford Scholarship Joseph Dixon White
Marvin Hardin Scholarship Marjorie Williams
Websterian Orator's Prize R. A. Lineberry
Henry Clay Orator's Prize Gladstone Hodgin
Philomathean Orator's Prize Edna Raiford
Zatasian Orator's Prize Josephine Mock
Websterian Improvement Prize Charles Rolison
Henry Clay Improvement Prize George Doughton
Philomathean Improvement Prize Henrietta Lassiter
Zatasian Improvement Prize Mabel Ward
Freshman Declamation Prize Ruth Outland

Honors

Freshman Honors Blanche Lindley, Eurie Teague, and Mabel Ward
Junior Special Honors ... Elsie Clegg and Genevieve Lindley
Sophomore Honors ... Florence Martin and Marjorie Williams

STUDENTS

SENIORS

Barrett, Leslie H. White City, Kans.
Cameron, Daniel David Shields Manly, N. C.
Campbell, Katherine Grenada, Miss.
Casey, Luby Randolph Goldsboro, N. C.
Chilton, Alma Walnut Cove, N. C.
Clegg, Elsie May Guilford College, N. C.
Cloud, Melinnie Thelma Ivor, Va.
Coble, Mary Eleanora Guilford College, N. C.
Fox, Norman Albright Guilford College, N. C.
Henley, Anna Maie Guilford College, N. C.
Lindley, Genevieve Snow Camp, N. C.
Lineberry, Richard Arthur Siler City, N. C.
Moore, Frances Willard Dudley, N. C.
Moore, Hugh Watson Dudley, N. C.
McBane, Donna Alice Saxapahaw, N. C.
McBane, Vera Joy Graham, N. C.
McCracken, Frances Willard Guilford College, N. C.
Neece, Vanner Emma Climax, N. C.
White, David Jordan Belvidere, N. C.

JUNIORS

Bulla, Frances Willard Randleman, N. C.
Bulla, Robert Chapman Randleman, N. C.
Coble, Madge Albright Liberty, N. C.
Cox, Myrtle Roella Climax, N. C.
Dixon, Mary Elkin, N. C.
Farlow, Clara Barton Guilford College, N. C.
Hayworth, Dovie Hepler High Point, N. C.
Hollady, Edward Lewis Greensboro, N. C.
Martin, Florence Nightingale East Bend, N. C.
McCracken, Ada Lea Guilford, N. C.
Newlin, Algia Innman Snow Camp, N. C.
Raiford, Herman Clyde Ivor, Va.
Raiford, Lulu Jackson Ivor, Va.

JUNIORS—Continued

Raiford, Okie Irene Ivor, Va.
Stewart, Esther Thomas Laurinburg, N. C.
Tremain, Lindley Ernest Brown Summit, N. C.
Tremain, Rawleigh Lewis Brown Summit, N. C.
Williams, Marjorie Guilford College, N. C.

SOPHOMORES

Brown, Annie Estelle Woodland, N. C.
Doughton, Joseph Edwards Guilford College, N. C.
Farlow, Ralph Kelsey Guilford College, N. C.
Griffin, Mary Ellen Woodland, N. C.
Harmon, Katherine Whittier High Point, N. C.
Hodgin, Sydnor Gladstone Winston-Salem, N. C.
Hollady, Everett Lewis Guilford College, N. C.
Johnson, Harry Lester Siler City, N. C.
Lewallen, Eva Gray Asheboro, N. C.
Lindley, Mary Blanche Snow Camp, N. C.
Marlette, Nigal Hurley Hillsboro, N. C.
Mendenhall, Marian Harland Greensboro, N. C.
Mock, Lena Josephine Clemmons, N. C.
McBane, Henry Grady Saxapahaw, N. C.
Newlin, James Curtis Saxapahaw, N. C.
Outland, Ruth Evangeline Woodland, N. C.
Pancoast, R. Isabel Purcellville, Va.
Raiford, Clementine Ivor, Va.
Raiford, Margaret Edna Ivor, Va.
Robertson, Nina Marshall White Plains, N. C.
Shamburger, Anne Christine Star, N. C.
Stone, Grace Elizabeth Thomasville, N. C.
Teague, Eurie Ellen Liberty, N. C.
Ward, Mabel Cornell Rich Square, N. C.
White, Berry Lee Belvidere, N. C.
White, Esther Katherine Guilford College, N. C.
White, Fernando Murray Belvidere, N. C.
White, James Hugh Belvidere, N. C.
White, Marianna High Point, N. C.
Williams, Lyle Lyndon East Bend, N. C.
Yates, Elizabeth Winston Guilford College, N. C.
Zachary, Alta Cora Graham, N. C.
Zachary, Jonathan Thompson Graham, N. C.

FRESHMEN

Allen, Nellie Frances Snow Camp, N. C.
Andrews, Herbert Lee Archdale, N. C.
Bostick, Helen Worth Worthville, N. C.
Carroll, Nell Pemberton Mizpah, N. C.
Casstevens, Minnie Yadkinville, N. C.
Chilton, Emma Alice Ararat, N. C.
Clegg, Octavia Guilford College, N. C.
Clegg, Ruth Lucile Guilford College, N. C.
Clodfelter, Wanda Luella Thomasville, N. C.
Crews, C. A. Dewey Walkertown, N. C.
Dorsett, John D. Siler City, N. C.
Dye, Zillman Wesley Madison, N. C.
Ellington, Jamesina Mechanic, N. C.
Farlow, Elbert Wray High Point, N. C.
Farlow, Vera Gertrude High Point, N. C.
Farlow, Zelma Leah Guilford College, N. C.
Finch, Mary Ruth Guilford College, N. C.
Gilbreath, James Hal Kenly, N. C.
Goldston, Nell Goldston, N. C.
Harrison, Edith Gilmer High Point, N. C.
Hayworth, Robert Vinton Jamestown, N. C.
Henley, Clara Barton Taylorsville, N. C.
Hodgin, Joseph Phal Greensboro, N. C.
Jessup, Alta Elizabeth Brim, N. C.
Johnson, Hattie Allene Siler City, N. C.
Jones, Blanche Mae Guilford College, N. C.
Kiser, Lee Edwin King, N. C.
Lassiter, Henrietta Mechanic, N. C.
Lassiter, Robert Glenn Mechanic, N. C.
Lindley, Lulu Ethel Siler City, N. C.
Macon, Edith Emily Climax, N. C.
Marshall, Annie Rooney Westfield, N. C.
Mendenhall, Mary Elizabeth Greensboro, N. C.
Merriman, Charles Benbow Oak Ridge, N. C.
Motley, Sara Hope Danville, Va.
McCracken, Zola Elizabeth Guilford College, N. C.
McGee, Frank Germanton, N. C.
Nichols, Paul W. Progress, N. C.
Pearson, Ruth Hazel Dudley, N. C.
Rabey, Lois Marie Suffolk, Va.

FRESHMEN—Continued

Reynolds, Elma Ruth Randleman, N. C.
Richardson, Hazel Estelle Randleman, N. C.
Robertson, Helen Frances Guilford College, N. C.
Robertson, Mabel D. Guilford College, N. C.
Rudd, Willie Lee Corbett, N. C.
Rush, Alta Gertrude Guilford, N. C.
Schoolfield, Nellie Ada Greensboro, N. C.
Stafford, Raymond Glenwood, N. C.
Stanfield, Andrew Clephus Brown Summit, N. C.
Taylor, Alma White Plains, N. C.
Taylor, James Spottiswood, Jr. Danbury, N. C.
Taylor, Nellie Luna Danbury, N. C.
Thompson, Mat Lee Aurora, N. C.
White, William Dabney Beaufort, N. C.
Williams, Sobelia Belvidere, N. C.
Winchester, Louise Maud Summerfield, N. C.
Wolff, William A. Greensboro, N. C.
Woody, Thomas Clarkson Highfalls, N. C.

SPECIAL STUDENTS

Anderson, Thomas Dewey Denton, N. C.
Cox, Florence Talitha Goldsboro, N. C.
Cox, William Thomas Goldsboro, N. C.
Edwards, Herman Guilford College, N. C.
Frazier, John Gurney Guilford College, N. C.
Hambright, James D. Kings Mountain, N. C.
Lamons, Frank Francisco Greeneville, Tenn.
Paul, Hoyt Jerome Aurora, N. C.
Seal, Una Ovella Greensboro, N. C.

SPECIAL MUSIC STUDENTS

Cox, Lois Guilford College, N. C.
Edgerton, Henrietta Guilford, N. C.
Lambeth, Katie Lou Guilford College, N. C.
Stuart, Marguerite Guilford College, N. C.

PREPARATORY DEPARTMENT

Allen, Beulah Oyama Atlanta, Ga.
Atkins, Janice Jackson Thomasville, N. C.
Barnard, James Anthony Asheville, N. C.
Beeson, Hansel Clarkson Randleman, N. C.
Bird, Joseph Thomasville, N. C.
Browder, Robah Germanton, N. C.
Brown, Jack C. New Bern, N. C.
Bundy, Ruby Gertrude Jamestown, N. C.
Burrus, Flora Elizabeth Mooresboro, N. C.
Busick, John P. Greensboro, N. C.
Casey, Jesse Frank Goldsboro, N. C.
Chamelin, Ollie Cordelia Kernersville, N. C.
Clegg, Kenneth Key Guilford College, N. C.
Cooper, Vera Pelham, N. C.
Cummings, Robert Earl Stokesdale, N. C.
Daniels, Mary E. Goldsboro, N. C.
Dorrity, Henry Ladson Goldsboro, N. C.
Doughton, George Edward Guilford College, N. C.
Doughton, Frank Page Guilford College, N. C.
Edgerton, Clara Belle Hamptonville, N. C.
Edwards, Craig Hannible Charlotte, N. C.
Edwards, William Harold Siler City, N. C.
Ellen, Cicero Percy Battleboro, N. C.
Elmore, Mary Gray Reidsville, N. C.
Ennis, Lonnie Reden Duke, N. C.
Finch, Alfred R. Guilford College, N. C.
Finch, Doak Thomasville, N. C.
Finch, George D. Trinity, N. C.
Fishel, William Jacob McLeansville, N. C.
Fitch, Henry Clyde Yanceyville, N. C.
Fite, Jackson Bernard Charlotte, N. C.
Fleetwood, Seth Hertford, N. C.
Glenn, Omer Lee Stoneville, N. C.
Gloff, Stewart Austin Thomasville, N. C.
Grant, Johnnie Bell Goldsboro, N. C.
Harris, Samuel Parkin Thomasville, N. C.
Harrison, Irma Isabel High Point, N. C.
Hayworth, Orvie William McKinley High Point, N. C.
Holt, Bryce Roswell McLeansville, N. C.
Kinney, George Burlington, N. C.

PREPARATORY DEPARTMENT—Continued

Knight, Paul Gilmer Stokesdale, N. C.
Lassiter, Mary Byrd Goldsboro, N. C.
Levering, Frances Margaret The Hollow, Va.
Lindley, Alfred Cornelius Guilford College, N. C.
Logan, Newel Conrad Winston-Salem, N. C.
Mackie, Florence Christine Guilford College, N. C.
Martin, Bingham Jackson East Bend, N. C.
Martin, James Sandy Ridge, N. C.
May, Alex Griffin Spring Hope, N. C.
Merriman, Loyd Ella Oak Ridge, N. C.
Mims, Frank Alexander Asheville, N. C.
Mitchell, Joseph Franklin Reidsville, N. C.
McBane, Thomas Everette Snow Camp, N. C.
McCollum, Mary Ruth Madison, N. C.
McCracken, Louise Elizabeth Guilford College, N. C.
McCracken, Raymond Guilford College, N. C.
McDonald, Roxie Hamlet, N. C.
Nelson, Meta Kernersville, N. C.
Nutting, William Albert St. Pauls, N. C.
Odom, Laurin N. Darlington, S. C.
Patterson, Mildred Kathleen Concord, N. C.
Patton, Kent Webster Greensboro, N. C.
Perkins, Herman W. Goldsboro, N. C.
Perkins, Sallie Laurence, Kans.
Petree, Samuel Elmer Danbury, N. C.
Plonk, Joseph Calvin Kings Mountain, N. C.
Price, John Hampton, Jr. Stoneville, N. C.
Pringle, Alonzo Josephene Guilford College, N. C.
Pugh, Myrtle Ulalah Asheboro, N. C.
Pulliam, James C. Winston-Salem, N. C.
Purvis, R. Curtis McConnell, N. C.
Rayl, Paul R. Greensboro, N. C.
Rice, William Frank Asheville, N. C.
Rolison, Charles Rouse Bayboro, N. C.
Shore, B. Clyde Yadkinville, N. C.
Shore, Henry Bascom East Bend, N. C.
Shore, Herman Boonville, N. C.
Shore, Marvin H. Yadkinville, N. C.
Shore, Nova Emma Yadkinville, N. C.

PREPARATORY DEPARTMENT—Continued

Smith, Elbert H. Asheville, N. C.
Spillman, John, Jr. Wilmington, N. C.
Stafford, Ogburn Fletcher Glenwood, N. C.
Stone, Charles Sanford Stoneville, N. C.
Stout, Chalmers Otis Siler City, N. C.
Statford, Charles Carlyle Charlotte, N. C.
Summers, Fred Greensboro, N. C.
Sundean, Clarence Greensboro, N. C.
Tate, Murray Evans Mebane, N. C.
Taylor, Joseph Dorsett, Jr. Asheville, N. C.
Taylor, Joseph John Danbury, N. C.
Thompson, A. Wade Denton, N. C.
Thompson, Blake Thornton Whitsett, N. C.
Thompson, Isla Willis Whitsett, N. C.
Tomlinson, Naomi Elwood Thomasville, N. C.
Trotter, John Paul Charlotte, N. C.
Vaughn, William Edward Stokesdale, N. C.
Venable, Ethyle Archer, Fla.
Venable, Rubye Archer, Fla.
Vestal, Ava Burlington, N. C.
Walker, Alfred Roxboro, N. C.
Williams, Russell Conwell Guilford College, N. C.

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Guilford College Bulletin

Interchurch Number

Entered at Guilford College, N. C., as second-class matter under act of Congress, July 16, 1894

VOLUME XII 1920 No. 2

PURPOSE

This number of the Bulletin sets forth the relation of Guilford to the Interchurch World Movement and the Forward Movement of Friends in America.

During the past year Guilford College has been carrying on a campaign to raise two hundred thousand dollars. This effort has now been merged with the above-mentioned Movements in order to obtain much greater things for our College and to place it in the position of usefulness and power that naturally belongs to it.

THE INTERCHURCH WORLD MOVEMENT

For the first time in the history of the Christian churches of North America they have ascended the mountain top and cast their eyes over the whole world. The Surveys have revealed the marvelous blessings which Almighty God has vouchsafed upon the efforts of His Church but they have also revealed the magnitude of the unfinished task and the inadequacy of the efforts which the church has as yet put forth. These Surveys stand before the Christian church as the greatest challenge it has ever faced since it received the Great Commission.

The church can meet this challenge only as it pours forth its life and its resources. Its young men and women can respond to the Macedonian call of this modern world only as the church shall send them forth. The dedication of its wealth is as truly an act of worship as the dedication of its young life. God is calling upon the church to lay both upon His altar at this crucial hour. This Financial Ingathering in which we are about to participate should be an unparalleled expression of the spiritual power of the Christian church. As stewards of the boundless resources which God has entrusted to us in these days we are now to give account of our stewarship—Commission of Financial Ingathering at the Atlantic City Conference.

DEFINITION—The Interchurch World Movement is a voluntary affiliation of evangelical denominations for the purpose of accomplishing their missionary, educational and beneficent work at home and abroad.

THE FORWARD MOVEMENT OF AMERICAN FRIENDS

The Forward Movement of the Five Years Meeting of the Society of Friends in America is an effort to undertake unitedly to carry out, in terms of the Quaker message, Quaker personality and Quaker money, endued with spiritual power, a program that will adequately meet the present challenge of the world to the Society of Friends. This is to be done in connection with and in collaboration with the Interchurch Movement.

BUDGET

The Budget of the Society of Friends in the Interchurch World Movement is as follows:

For General Church Activities (including educational maintenance fund of $200,000)	$1,000,000
For Endowments for Colleges	$3,000,000
For Endowments for Academies	250,000
For Maintenance of Board of Education	25,000
	$4,275,000

THE GENERAL BUDGET

The General Budget of $1,000,000 includes the $200,000 maintenance fund for colleges and academies. This $1,000,000 will be apportioned down to the meetings in the various Yearly Meetings.

THE EDUCATIONAL BUDGET

The Educational Budget of $3,275,000 ($25,000 of which is for the use of the Board of Education) is to be raised from voluntary gifts. Every pledge card will afford opportunity to give to this Educational Budget. All are invited to direct a portion of their gifts to this Educational Budget.

DIVISION OF ENDOWMENT

The $3,000,000 endowment for colleges is to be divided among the eight colleges according to the attendance of the students in college classes.

DISTRIBUTION OF ENDOWMENT ON BASIS OF INCREASED COLLEGE ENROLLMENT

				Amt. Finally Distributed
Earlham	500	equals	5-18 of $3,000,000	equals $800,000
Penn	300	equals	3-18 of $3,000,000	equals 500,000
F. U.	250	equals	2.5-18 of $3,000,000	equals 475,000
Guilford	200	equals	2-18 of $3,000,000	equals 330,000
Whittier	175	equals	1.75-18 of $3,000,000	equals 280,000
Wilmington	175	equals	1.75-18 of $3,000,000	equals 280,000
Pacific	100	equals	1-18 of $3,000,000	equals 175,000
Neb. Cen.	100	equals	1-18 of $3,000,000	equals 175,000

The enrollment of each college as given above provides for a reasonable growth. The distribution of Funds is made on the basis of enrollment of *college* students.

THE DISTRIBUTION OF ENDOWMENT FOR ACADEMIES

The $250,000 Endowment for academies is to be divided among nine academies according to the following standard adopted by the Council of Church Boards of Education, viz:

Oak Grove	$50,000
Oakwood	20,000
Friendsville	60,000
Spiceland	55,000
Fairmount	35,000
Vermilion Grove	
Friendswood	10,000
North Branch	10,000
Greenleaf	10,000

DIVISION OF MAINTENANCE

The $182,000 maintenance for colleges and the $18,000 maintenance for academies are to be divided among these institutions as follows:

For Colleges			Maintenance
Earlham	500 equals	5-18 of $180,000 equals	$50,000
Penn	300 equals	3-18 of 180,000 equals	30,000
F. U.	250 equals	2.5-18 of 180,000 equals	25,000
Guilford	200 equals	2-18 of 180,000 equals	20,000
Whittier	175 equals	1.75-18 of 180,000 equals	17,500
Wilmington	175 equals	1.75-18 of 180,000 equals	17,500
Pacific	100 equals	1-18 of 180,000 equals	12,000
Neb. Cen.	100 equals	1-18 of 180,000 equals	10,000
			$182,000

For Academies	Maintenance
Oak Grove	$3,000
Oakwood	1,000
Friendship	3,500
Spiceland	3,000
Fairmount	2,000
Vermilion Grove	1,500
Friendswood	1,500
North Branch	1,500
Greenleaf	1,000
	$18,000

Those who are not connected with the administration of a college or who do not know of the literature on the subject of college management may wonder how we determine the money needed by any institution. This is no longer guess work in American institutions of higher learning. The Association of American Colleges after years of study by experts has adopted the following standard:

Personnel	"Minimum" College	"Efficient" College
Students	100	500
Faculty	10	50
Income		
From endowment or gifts (exclusive of receipts from tuition or fees)	$30,000	$165,000
Assets		
Campus and Buildings	300,000	$900,000
Equipment	50,000	85,000
Endowment	600,000	3,300,000

GUILFORD AT PRESENT

Endowment	Income	Equipment	Plant	Col. Stud.
$200,000	$11,000	$15,450	$240,000	145

GUILFORD AFTER SUCCESS OF PRESENT EFFORTS

Endowment	Income	Equipment	Plant	Col. Stud.
$530,000	$30,000	$15,500	$240,000	240

GUILFORD OF THE MORE DISTANT FUTURE

Endowment	Income	Equipment	Plant	Col. Stud.
$1,600,000	$80,000	$60,000	$500,000	300

OBSERVATIONS

Guilford's income, outside of tuition and fees, is only about one-third the income of the "minimum college." Our equipment is less than one-third and the college students number 45 more than the attendance of the "minimum college." Is it not a remarkable accomplishment that the management of the college should succeed in placing Guilford in the class "A" list of colleges in spite of these financial handicaps?

We should further observe that the objective of the present movement is to bring the college up to the standard of the "minimum college" in every point except equipment.

Guilford of the more distant future should have an endowment of $1,600,000. The library, laboratories and other teaching materials should be greatly increased. King Hall should be completed at a cost of $100,000 and a gymnasium to meet the needs of our students would cost a like sum. This is a task that should be completed within the next five years.

This would make it possible for us to secure and hold a faculty of the first rank and an enrollment of three hundred students of college rank would be an easy matter. Indeed it would be necessary for us to limit the attendance to hold it down to that.

MEETING A CRISIS

On May 25th, 1918, Guilford College launched a campaign to raise $200,000. Much interest was manifested but many things interfered. There was a change in the administration. The war with its manifold problems was still on. The epidemic of influenza broke out in the early fall. In spite of all this, the work of organization was carried forward and literature sent out. Canvassers were in the field from January 12th to April 10th, 1919. Health conditions and the financial depression following the signing of the

Armistice made it impossible to cover the field. During the summer and early fall the administration with its limited force was engaged in the maintenance of an efficient faculty and the student campaign. During last November and December the solicitation of the alumni was pushed with vigor, and in January the canvas of the members of the Friends' Church in North Carolina was completed.

As a result of the work so far $84,393.61 have been subscribed at a cost of $3,860.17 only a little more than 4½ per cent and this in face of the fact that 1600 subscriptions were secured. The accomplishment of the task at so low a cost is certainly a remarkable piece of work and shows the loyalty of our friends in the ready response and in their willingness to give time and labor to the effort.

The "Old Students" not members of the Alumni Association, and many successful financiers in North Carolina from whom we may expect contributions have not yet been reached. Our friends outside of the state have not been adequately solicited. What shall we do about it?

During the past year a new force with marvelous possibilities has entered the field. The Friends' Forward Movement and the Interchurch World Movement of North America are carrying forward an educational and evangelistic effort together with a proposed financial ingathering the like of which the Christian church has never known. As a Christian college, Guilford is to share in the benefits of this movement.

If this movement succeeds Guilford will receive not $200,000.00 but $350,000.00 in addition to the $84,000.00 already subscribed. Let us work and pray and talk for the success of this great movement.

FORWARD

The hour has arrived to take a long step ahead in financing Guilford College. Your college has been doing creditable work heretofore. Even though the resources have been woefully inadequate, we have held a position in the front ranks of the southern colleges.

Other colleges in North Carolina are being adequately financed. Every friend of Guilford should give as liberally as possible, so that she may be able to maintain her place among these colleges.

ONE HUNDRED PER CENT GUILFORDIAN

In view of the foregoing facts and information, it would seem accurate to conclude that a One Hundred Per Cent Guilfordian will be the person who gives to the limit of his or her ability at

this time of all times. Never before were the circumstances more favorable. Never was the co-operation so fine. On the other hand, never was the response of the individual more important. Co-operation is accomplished by faithfulness and promptness of individuals. If each Guilfordian will be a "One Hundred Per Center" this great enterprise for Guilford College will be an accomplished fact by May the second, 1920.

THE HOW OF IT

The Interchurch World Movement is so thoroughly organized that every member of an evangelical protestant denomination is to be canvassed during the "Drive" April 25th to May 2nd. Also everyone with a protestant background, even though he be not a member. There are more than 30,000,000 such.

You will be solicited for a contribution to the United Budget of the Interchurch World Movement of which the $330,000 endowment and the $20,000 Maintenance Funds are a part.

If a member of any denomination, be sure to make a part of your gift to education and direct such gift so that it will reach the treasury of your own college. To accomplish this, you need only to direct that your educational gift be turned over to the Educational Fund of the Forward Movement of the Society of Friends.

AMERICAN EDUCATION

America's ruling passion is for education. Almost all the people share it. The laws of all the states require some school attendance. Our total investment in school plants, elementary and higher, exceeds $3,500,000,000. We spend for education annually $1,000,000,000.

The rate of increase in school enrollment is many times greater than the increase in population. There is an unprecedented attendance at our schools—with the exception of normal schools—this first year since the World War.

In itself, education is neither good nor bad. It becomes one or the other in accordance with its content and motive. William Von Humboldt, the first Prussian minister of education, with Hegel, Treitschke, Neitzs he, and others used education to create, maintain and strengthen Prussian militarism. Education so used is like a sharp two-edged sword threatening the life of the world.

This passion for learning, this investment, this high motive, bring to the churches a responsibility unique and heavy. These powerful agencies and all their processes must be Christianized. We must make our people good, as well as wise, powerful and rich. The churches must implant in the hearts and consciences of their members and of all our people the fundamental truth that "the soul of education is the education of the soul." The spirit of the Master Teacher must be present in our schools.

This unique opportunity centers in the fact that all America's

potential leaders are enrolled in these schools. In our day the "self-made" leader is so rare as to be negligible. If the churches are to have a stream of leaders going forth into the world ministry, lay and professional, they must come forth from schools permeated with the spirit of Jesus. Our schools are now the formative centers of our civilization. This civilization may be made Christian by our schools, as Germany's civilization was made military by her schools.

A large majority of America's institutions of higher learning were founded by the churches. Even today, although the state exercises great authority, in education a majority of these institutions are organically related to churches. The investment in these denominational colleges and universities is more than half the total investment in higher education reported by the Bureau of Education.

CHRISTIAN EDUCATION

Is there such a thing as Christian Education as set over against another sort of Education? If so, what are its distinguishing characteristics?

Answering the first of these two qusetions one must say emphatically "YES!" The world has just been treated to an exhibition of un-Christian education in the behavior of Germany in precipitating the Great World War. It is to be regretted that the Allies have not been able to manifest a contrasted type of education in the settlement of that war.

Answering the second question one must say that the distinguishing characteristics of Christian Education compared with the other sort are that while the latter causes the one educated to regard the world as a place from which to get, the former teaches its possessor to view the world as a place to which to give. The one produces "getters," the other produces "givers." In other words, Christian Education causes men to view the world from Christ's point of view. Christian Education is never dogmatic, but always progressive, always constructive.

The Christian College stands for Christian Education in a positive, aggressive way. Not that other colleges are un-Christian; but they do not have the same privilege of being positively, constructively and aggressively Christian; to consider the development of Christian character as a prime part of their work.

The Christian College must be supported. The State or tax-supported school has its undoubted place; but it can never do the work of the Christian or so-called denominational school. From the Christian College must continue to come, as they always have come, the leadership and also the "followership" for the forces of Righteousness in the world.

Guilford College Bulletin

Short Course Number

Entered at Guilford College, N. C., as second-class matter under act of Congress, July 16, 1894.

VOLUME XIII. 1920 No. 3

PURPOSE

This number of the College Bulletin explains the nature and purpose of the Short Course offered by the faculty of the College, for a period of six weeks between the Fourth of January and the Tenth of February, 1921.

INTRODUCTION

The work of the College and the Yearly Meeting is one work, namely the saving of men and women, body, mind and spirit. The Yearly Meeting is dependent upon the College for a trained membership capable of understanding and solving the problems of our day. The College is dependent upon the Yearly Meeting for financial and student support, and spiritual help and inspiration. We are bound together by inseparable bands. The defeat of one is the undoing of the other and the success of one is the success of the other.

The College has always recognized that it has an especial obligation to the Church and has served it in many ways. We are now, however, trying to perform our duties along this line in a more specific and complete manner. We realize that many of our members cannot spend months in study and fellowship at the College, but possibly could arrange to spend a few weeks very profitably. We have, therefore, planned the Short Course outlined below, and hope that it will be of great service in bringing many of our workers together for a season of helpful study and inspiration.

TIME

Taking all things into consideration it seems best to open the course immediately after the Christmas vacation and conclude before the spring weather makes it necessary for the farmers to get back to their land.

The dates fixed upon are from January 4th to February 10th, 1921.

The first day will be devoted to registration and classification.

Students expecting to attend are urged to arrive on the day previous; Monday the 3rd of January, if possible.

Classes will follow the regular time schedule of the College. Seven periods a day of fifty-five minutes each. Four periods in the morning, in addition to the regular chapel, which all students are required to attend, and three periods after dinner.

EXPENSES

The tuition fee will be ten dollars ($10,)

Board will be charged at the same rate now asked in the College dining rooms, Founders Hall, $5 a week.

Rent for rooms will vary between $5 and $8 for the six weeks period.

REQUIREMENTS FOR CLASSIFICATION

There are no rules governing admission to the Short Course, no diploma from the High School is required, nor is it necessary to have a record of work done in the grade schools, though such records would be of value.

No student will be allowed to register for more than sixteen hours work a week.

A course will not be given unless five students signify a desire to enter the class.

A certificate indicating the work done will be issued to each student completing the full period of the Short Course with credit.

GENERAL INFORMATION

Students will be expected to observe the rules of the College. It is hoped to make the special group of students feel as much a part of the student body as possible.

Students will be allowed to enter the regular College courses as listeners with the consent of the faculty in charge of the course.

As far as possible students will be located in the College dormitories. Conditions may require that some secure rooms in the community.

For further information about the equipment of the College refer to the regular catalogue number of the Bulletin.

During the six weeks there will probably be some numbers of the Lyceum Course of entertainment given to which students registering for this course will be able to secure tickets.

It is expected that there will be special lectures—suited to the Short Course students—given during the six weeks.

Rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillow, linen and all covering for their beds; also soap, towels and napkins.

All communications should be addressed to the President, Guilford College, Guilford College, N. C.

COURSES OF STUDY

SC 1. Hebrew Prophets. 4 hours. Prof. Anscombe

This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew Prophets.

SC. 2. Life of Christ. 4 hours. Prof. Anscombe

A reverent scholarly examination of the Gospels. Burton and Stevens Harmony of the Gospels will be used.

SC. 3. Farm Management. 4 hours. Prof. Baker

It is the purpose of this course to deal with the problems of the individual farmer in organizing the various factors of his farm business; to adopt farm practices to his peculiar environment, and dispose of his products to yield the greatest continuous profits.

SC. 4. Science and Religion. 2 hours. Pres. Binford

It is our purpose to meet twice a week to consider in a free and informal manner what science is, what it seeks to do and how it does it. Then we shall discuss the effect such work may have upon our religious ideas and experiences. This will of course lead us to a consideration of the real nature of religious life and the basis on which it rests.

SC. 5. Playground Games. 4 hours. Miss Crabb

In this course will be given general calesthenics and recreative gymnastics. Special attention will be given to basket ball and indoor baseball as well as general playground games. Any particular line of work that will aid the student in meeting problems of physical education in his community will be taken under consideration.

SC. 6. Organization and Administration of the Sunday School 4 hours. Prof. Dann

In addition to a discussion of the organization and administration of a church school this course will endeavor to make some application to our local conditions.

SC. 7. Story Telling and Training in Devotional Life
4 hours. Prof. Dann

This course will discuss the uses to which good stories can be put in the Sunday School. A study will be made of the construction and requirements of a good story. Practice story telling will be part of the class work.

SC. 8. History of Quakerism. 4 hours. Prof. Dann

This will be a very brief study of the principal events in the History of the Society of Friends.

SC. 9. Public Speaking. 2 hours. Prof. Dann

The construction and use of extemporaneous speaking will be studied and some practice work required.

SC. 10. Community Problems. 4 hours. Prof. Mills

The purpose of this course is to give the students an insight into the outstanding problems of community life and to put them in touch with the forces already working for community betterment. The course is designed to be practical, particular attention will be given to the problems of rural communities and so far as possible the work will deal with North Carolina conditions.

SC. 11. Home Economics. 4 hours. Miss Noles

This course is designed to present in a condensed form a study of the various classes of food; their use in the body; their combination to form a balanced meal; and the principles of each to render it most palatable and digestible. Practice will be given in both formal and informal styles of service.

A small fee sufficient to cover actual cost of material used will be charged.

SC. 12. Practical Bookkeeping. 4 hours. Prof. Pancoast

It is the purpose of this course to work out a system of bookkeeping that will be of practical value to the modern farm and home.

SC. 13. Reading and Discussion. 4 hours. Miss Polk

This course is designed both to create and to stimulate a desire for good reading. Some six books will be read and discussed, and a survey will be made of the field of magazine reading. Effort will be made to consult to some degree the taste of the class.

SC. 14 Education

This course is based primarily on child psychology, though attention will be given to a practical discussion of the period covered by the High School. The charcteristics and needs of both childhood and youth will be given consideration. Questions pertaining to the development of fundamental impulses related to educational problems will be stressed.

SC. 15. Missions

It is probable that Miss Clara I. Cox, of High Point, N. C., will conduct a course in Missions, 2 hours a week.

Guilford College Bulletin

CATALOGUE NUMBER
1920-1921

Published Quarterly by Guilford College
Guilford College, N. C.

Calendar

EIGHTY-FIFTH ACADEMIC YEAR

1921

September 13th Beginning of the Session
Registration and Classification

September 12th, 13th, 14th Opportunity for Removing Deficiencies by Re-examination

September 14th, Wednesday, 8:20 a. m. .. Recitations Begin

November 15th First Quarter Ends

November 24th Thanksgiving Recess
Community Singing

December 10th Websterian Oratorical Contest

December 20th, 4:00 p. m. Christmas Recess Begins

1922

January 4th, 8:05 a. m. Recitations Resumed

January 23rd-28th Mid-Year Examinations

January 30th Second Term Begins

February 11th Philomathean Oratorical Contest

March 25th Examinations for Removing Conditions

April 3rd Third Quarter Ends

April 14th, 15th, 16th and 17th Easter Recess

April 22nd Henry Clay Oratorical Contest

May 20th Zatasian Oratorical Contest

May 29th-June 3rd Final Examinations

June 4th Baccalaureate Service
Sermon Before the Christian Associations

June 5th Senior Class Day
Annual Meeting of the Alumni Association

June 6th Commencement Day
Conferring of Degrees
Commencement Address

Board of Trustees

	Term Expires
Charles F. Tomlinson, High Point, N. C.	1921
Dudley D. Carroll, Chapel Hill, N. C.	1921
N. C. English, Trinity, N. C.	1922
Wm. T. Parker, High Point, N. C.	1922
Henry A. White, High Point, N. C.	1923
D. Ralph Parker, High Point, N. C.	1923
C. P. Frazier, Greensboro, N. C.	1924
Walter E. Blair, Greensboro, N. C.	1924
J. Elwood Cox, High Point, N. C.	1925
Jeremiah S. Cox, Greensboro, N. C.	1925
David White, Greensboro, N. C.	1926
Zeno H. Dixon, Elkin, N. C.	1926

J. Elwood Cox, *Chairman*
David White, *Secretary*

Advisory Committee

APPOINTED BY THE YEARLY MEETING

	Term Expires
Mary M. Petty, Greensboro, N. C.	1921
Gertrude W. Mendenhall, Greensboro, N. C.	1921
Bertha Cox, High Point, N. C.	1921
Mary D. Cox, High Point, N. C.	1922
Mary E. M. Davis, Guilford College, N. C.	1922
Anna W. Williams, Guilford College, N. C.	1922
Priscilla B. Hackney, Greensboro, N. C.	1923
Roxie D. White, Guilford College, N. C.	1923
Sandia Lindley, Pomona, N. C.	1923

Standing Committees of the Trustees

Officers and Faculty—C. F. Tomlinson, N. C. English, D. D. Carroll.

Literary Department—Dudley D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Boarding Department—C. P. Frazier, Zeno H. Dixon, Walter E. Blair.

Buildings and Grounds—D. Ralph Parker, David White, H. A. White.

Water, Lights and Heat—H. A. White, J. S. Cox, D. Ralph Parker.

Farm—W. T. Parker, N. C. English, Walter E. Blair.

Endowment Fund—J. E. Cox, David White, N. C. English.

Auditing and Finance—J. S. Cox, D. D. Carroll.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, N. C. English, C. P. Frazier.

Faculty

RAYMOND BINFORD, S. M., PH. D.

BIOLOGY

B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph.D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS, A. M., LL. D.

LATIN

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

H. LOUISA OSBORNE, A. B.

LATIN

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Guilford College, since 1892.

MARK BALDERSTON, A. B.

PHYSICS

A. B., Haverford College, 1912; Student Harvard University, 1912-1913; Instructor Lafayette College, 1913-1915; Guilford College, since 1915.

ANNA WILKINS ROBERTS, A. B.

FRENCH

A. B., Bryn Mawr, 1915; Principal Plymouth Friends' School, 1915-1917; French and German, Sorbonne, 1920; Guilford College, since 1917.

BESSIE V. NOLES, A. B.

HOME ECONOMICS

A. B., Bessie Tift College, 1906; Teachers' College, Columbia University, 1915; Librarian and Instructor, Bessie Tift College, 1906-1914; Teacher of Home Economics, Salem College, 1915-1917; Guilford College, since 1917.

FRANCIS CHARLES ANSCOMBE, A. B.

HISTORY AND BIBLICAL LITERATURE

A. B., Earlham College, 1916; Assistant in Biblical Literature, ibid., 1916; Assistant in English and Graduate Student, ibid., 1917; Instructor in Bible, ibid., summer 1920; Graduate Student Johns Hopkins University, 1918-1919; Guilford College, since 1918.

WILLIAM AUGUSTUS RUDISILL, A. B., B. S., M. S.

CHEMISTRY

A. B., Lenoir College, 1909; B. S., University of N. C., 1911; Assistant in Chemistry, ibid., 1911; Professor Chemistry and Physics, Lenoir College, 1911-1913; M. S., University of North Carolina, 1914; Assistant in Chemistry, ibid., 1914; Graduate Student, ibid., 1914-1915; Professor of Chemistry and Physics, Thiel College, 1915-1916; Instructor in Chemistry, Purdue University, 1916-1919; Guilford College, since 1919.

MARK CARTER MILLS, A. B.

POLITICAL SCIENCE AND ECONOMICS

A. B., Earlham College, 1916; Teacher of History, West Newton (Ind.) High School, 1914-1915; Instructor in History and Political Science, Pacific College, 1916-1917; Guilford College, since 1919.

J. WILMER PANCOAST, B. S.

MATHEMATICS

B. S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

L. LEA WHITE, A. B.

EDUCATION

A. B., Guilford College, 1904, and Haverford College, 1905; School of Education, University of Virginia Summer Session, 1907; Principal Jamestown High School, 1905-1910; Principal Winston-Salem City High School, 1910-1920; Guilford College, since 1920.

MARY ALINE POLK, A. M.

ENGLISH

A. B., Indiana University, 1915; A. M., Leland Stanford University, 1920; Teacher of English, Fritchton (Indiana) High School, 1915-1919; Instructor in French and Spanish, Oakland City College, spring quarter 1919; English, Guilford College, 1920-1921.

MARY RUTH DOUGLASS, A. B.

SPANISH

A. B., Wilmington College, 1920; Guilford College, Spanish and Latin, 1920-1921.

RHESA LANCASTER NEWLIN, B. S.

ASSISTANT IN MATHEMATICS

B. S., Guilford College, 1917; Teacher of Mathematics, China Grove High School, 1917-1918; Instructor in Mathematics, Clemson College, 1919-1920; Guilford College, since 1920.

HERBERT NICKSON BAKER, B. S.

ASSISTANT IN BIOLOGY AND AGRICULTURE

B. S. in Agriculture, Kansas State Agricultural College, 1920; Guilford College, 1920-1921.

ROBERT HORNIMAN DANN, A. M.

RELIGIOUS EDUCATION

A. B., Pacific College, 1917; A. M., Haverford College, 1918; Instructor Oak Grove Seminary, 1919; Graduate Student Andover-Harvard, 1920; Guilford College, 1920-1921.

JAMES WESTLEY WHITE

VOCAL

Student at International School of Vocalists, Boston; Private Teachers, New York; Soloist in leading churches of Boston and New York, in festivals and tours; Director of Chorus and Choir; Instructor in Vocal Music, Guilford College, since 1919.

BEATRICE LYNNE BYRD, B. M.

PIANO

B. M., Greensboro College, 1914; Voice Diploma, Greensboro College, 1914; Pupil of Anthony Carlsen, Los Angeles, Calif.; Studio Assistant to Director, Greensboro College, 1913-1914; Teacher of Voice and Piano, Greenville (S. C.) Woman's College, 1916-1918; Guilford College, since 1919.

HARRIET ALMEDA WAKEMAN

VIOLIN

Pupil in Violin of Eugene Gruenberg, C. M. Loeffler, Letty Launder and Nina Fletcher, of Boston, and Sam Franko, of New York; Student, New England Conservatory, 1909-1914; Teacher of Violin, South End Music School, Boston, 1914-1918; Teacher of Violin, West Newton Music School, West Newton, Mass., 1916-1918; Guilford College, since 1920.

ROBERT S. DOAK, A. B.

MEN'S PHYSICAL DIRECTOR

A. B., Guilford College; Coach Elon College, 1911-1915; Coach Basketball and Track, Trinity College, 1916; Coach, Guilford College, 1916-1918; Athletic Work for Y. M. C. A. with A. E. F. in France, 1919; Guilford College, since 1919.

MILDRED CRABB, A. B.

WOMEN'S PHYSICAL DIRECTOR

A. B., Earlham College, 1916; Director Women's Physical Culture, Guilford, since 1920-1921.

GERTRUDE MENDENHALL HOBBS, A. B.

A. B., Guilford College, 1919; Assistant in French, since 1919.

Officers of Administration

RAYMOND BINFORD
PRESIDENT

MARK BALDERSTON
DEAN

H. LOUISA OSBORNE
DEAN OF WOMEN

MARK C. MILLS
DEAN OF MEN

MAUD L. GAINEY
TREASURER

JULIA S. WHITE
LIBRARIAN

NANCY ERA LASLEY
ASSISTANT LIBRARIAN

GERTRUDE M. HOBBS
REGISTRAR

E. EDGAR FARLOW
BUSINESS MANAGER

SARAH E. BENBOW
MATRON

PEARL PERRY
SECRETARY TO THE PRESIDENT

EMILY R. LEVERING
MATRON NEW GARDEN HALL

Committees of the Faculty

Absences—Mark Balderston, L. Lea White, H. Louisa Osborne, Mark C. Mills.

Athletics, Boys—Robert S. Doak, J. Wilmer Pancoast, L. L. White, Rhesa Newlin.

Athletics, Girls—Mildred Crabb, Bessie V. Noles, Anna W. Roberts.

Campus—L. Lyndon Hobbs, E. E. Farlow, Sarah Benbow, Bessie V. Noles, Herbert N. Baker.

Credentials—Mark Balderston, L. L. White, Anna W. Roberts, Mary A. Polk.

Debates and Lectures—Mark C. Mills, L. Lyndon Hobbs, Francis C. Anscombe, James W. White, Bessie V. Noles, Mildred Crabb.

Discipline—Mark C. Mills, H. Louisa Osborne, Mark Balderston, L. L. White, Anna W. Roberts, Mrs. Levering.

Examinations—Bessie V. Noles, J. Wilmer Pancoast, W. A. Rudisill, Ruth Douglass.

Executive—Mark Balderston, Anna W. Roberts, H. Louisa Osborne, L. L. White.

Library—Julia S. White, J. F. Davis, F. C. Anscombe, Mary Aline Polk, Bessie V. Noles, Mark C. Mills.

Publications—F. C. Anscombe, Mary Aline Polk, Robert Dann, L. L. White.

Social—H. Louisa Osborne, Anna W. Roberts, Mr. and Mrs. F. C. Anscombe, Mark Balderston, Rhesa Newlin.

HISTORICAL SKETCH

New Garden Boarding School

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and twenty-three years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership — a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1833 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other States, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

Guilford College

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the State in 1888, with authority to confer academic degrees upon the completion of a college course.

Location

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro, in the midst of a progressive neighborhood, was chosen. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty-four years the institution has flourished and developed.

Material Equipment

FARM AND CAMPUS

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The college table is supplied abundantly with milk and butter of the highest grade. An increasing effort is being made by the farm management to supply the major portion of the vegetables and fruits, both fresh and canned, which the college family uses during the year. The farm and dairy equipment and management are thoroughly modern in every respect and are valuable object lessons for students interested in agriculture.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

FOUNDERS HALL

On entering the grounds at the "1909" gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a modern dormitory for girls.

On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the matron's rooms, reception rooms and office of The Guilfordian. On the second floor is a large assembly room for the Young Women's Christian Association.

ARCHDALE HALL

This hall was erected in 1886, and was named in memory of the Quaker Governor, John Archdale. It is used as a dormitory and will comfortably accommodate forty-eight men.

Y. M. C. A. HALL

This hall was built in 1891 to accommodate the Young Men's Christian Association. Recently the interior of this building has been remodeled. The Y. M. C. A. room has been enlarged and improved. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

MEMORIAL HALL

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the offices of the President, the Dean, the Treasurer and the Business Manager, the Book Store, Postoffice, the Chemical Laboratory

and Lecture Rooms, the Biological Laboratory, the Music Department, the Auditorium, and the Museum.

NEW GARDEN HALL

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The Hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

THE LIBRARY

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study.

The original Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been to make it most available for use, hence our facilities for reference work are especially worthy of comment. The Library is intended to be, and is well fitted to be, the workshop of the College, the center of its intellectual life.

There are now over ten thousand volumes in the Library and these are in use daily by students and persons connected with the College. The reading

room is well supplied with the state papers, and the best of magazines and periodicals representing general literature and the special departments.

KING HALL

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains six large class rooms, the Physics Laboratory and the laboratory for Home Economics.

COX HALL

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams. No expense has been spared to make Cox Hall artistic both inside and out and to provide it with every modern convenience.

THE CHURCH

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

THE GYMNASIUM

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving ample room for spectators at intercollegiate contests.

ATHLETIC FIELDS

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of ground of three acres, perfectly adapted to football, soccer, baseball and track. It is surrounded by a quarter mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving ample room for all to play who desire to do so.

The girls' athletic grounds are situated to the west of New Garden Hall.

THE LABORATORIES

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern apparatus and offer every facility for elementary or advanced work.

The various material resources outlined above have been made possible by the generosity and aid of a large circle of friends of Guilford College, and everything has been done with a view to giving young

women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

Policy and Ideals

The founders of the College desired to establish an institution where a broad liberal culture might be secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid men-

tal training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach, and the excellent reputation which the graduates of the College have acquired in this work has been due to the fact that the College insists on the importance of acquiring a thorough knowledge of the subject to be taught. A sufficient number of courses in Education are offered to give the student a proper professional training and satisfy all the State requirements, but these courses are not multiplied at the expense of those subjects which make a well stocked mind the greatest asset in a school room.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

Religious Exercises

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive, healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their weekly prayer meetings, Bible classes, Mission Study classes, etc., exercise a helpful and uplifting influence.

Endowment

The encouragement to make still greater provision for the future, which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College

by adding to the permanent funds. From an early period the school has had assistance in a financial way; but in more recent years the donations to the endowment have been greatly augmented.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvement in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White who, in his lifetime, gave assistance and great encouragement to the work of eduation in North Carolina.

The Jonathan E. Cox Fund of $5,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,300 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The John B. Griffin Fund of $1,250—a scholarship fund for girls.

The Joseph J. Cox Memorial Fund of $3,000.00—for the Biblical Department.

The Rufus and Lydia White Memorial Fund of $1,000—endowment.

The George W. White Memorial Fund of $1,000—endowment.

A fund of $1,000 for ministerial students or those preparing for Christian work, established by Elwood Cox.

The total sum of permanent funds—those named above, and others—is $201,336.85. The plant and endowment are estimated to be worth $620,000.00.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must have four years of high school preparation or a full equivalent. A chief cause of failure in college work is unsatisfactory preparation, and a thorough knowledge of preparatory subjects is absolutely essential before taking up the work of the college course.

Applicants will be admitted without examination upon presentation, on or before the opening of the college year, of a Certificate of Admission from an accredited high school. Blank certificates will be furnished on application to the College and should be filled out and sent in some time during, or before, the summer vacation. It is important that this be done as early as possible as it is difficult to secure records from teachers while on their vacations. The Certificates of Admission must be filled out and signed by the Principal of the school from which the applicant comes. If two or more high schools have been attended, a certificate must be secured from each one.

Examinations will be required before credit is given for any subject which has not been properly certified.

Students coming from accredited high schools, if recommended in fifteen units in which the required units are included, are given Freshman standing. Students so recommended who have not more than two units of deficiencies, either of required subjects

or of electives, are given conditional Freshman standing. Such conditions should be removed before the beginning of Sophomore year. The Preparatory Department offers an excellent opportunity for their removal.

Credits allowed on credentials are in all cases conditional. A student thus admitted has only probationary standing for the first term and if his work in any Freshman subject indicates that this preparation in that subject has been insufficient he may be required by action of the faculty to complete his preparation in the proper course of the Preparatory Department or pass a creditable examination over the preparatory work before he may again enter the course in question.

Preparatory Subjects Required for Entrance

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	4	units
History	1	unit
Electives	4½	units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in Biblical literature, languages or history and receive the degree of Bachelor of Arts must present four units of Latin for

entrance, except those majoring in the department of History who may present French or German.

Students who intend to major in Mathematics, or some one of the sciences, and receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The electives must be selected from the following list:

Table of Subjects Accepted for Entrance

Subjects	Topics	Units
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Advanced Algebra	½ or 1
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	½
Mathematics E	Trigonometry	½
History A	Ancient	1
History B	Mediaeval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Caesar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1

French A	Grammar and Composition	1
French B	Reading and Exercises	1
Science A	Physical Geography	½ or 1
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Science E	Botany	½ or 1
Science F	General Science	½ or 1
Civics	Civil Government	½
Biblical Literature		1

Applicants for admission who desire entrance credit for such vocational subjects as Agriculture, Home Economics, Bookkeeping, Commercial Geography, Commercial Arithmetic, Stenography and Typewriting, Mechanical Drawing and Manual Training, will receive such credit only after a special investigation has been made. A complete record of the work done must be submitted and passed upon by the committee on credentials. Not more than one unit for one subject or two units altogether will be given for subjects in this list, except in case of graduates from an accredited four-year high school.

One unit in Biblical Literature is accepted from high schools or from Sunday schools which comply with the standards set by the Council of Church Boards of Education.

Specifications Regarding Entrance Units

Civics

Civics One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

English

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition. Abundant practice in composition, with readings from masterpieces of American Literature.

English C—Reading and Literature One Unit

REQUIRED FOR STUDY

One selection from each of the following groups:

GROUP I.—DRAMA.

Macbeth; Hamlet.

GROUP II.—POETRY.

Milton's L'Allegro, Il Penseroso, and Comus; the selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

GROUP III.—ORATORY.

Burke's Speech on Conciliation with America; Washington's Farewell Address; Webster's First Bunker Hill Oration; and Lincoln's Gettysburg Address.

GROUP IV.—ESSAYS.

Carlyle's Essay on Burns, with a selection from Burns's Poems; Macaulay's Life of Johnson.

REQUIRED FOR READING

Two selections from each of the following groups:

GROUP I.—CLASSICS IN TRANSLATION.

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Æneid. The Odyssey, Iliad, and Æneid should be read in English translations of recognized literary excellence.

GROUP II.—DRAMA.

Shakespeare's Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus; Julius Caesar; Macbeth; Hamlet; Goldsmith's She Stoops to Conquer; Sheridan's The Rivals.

GROUP III.—PROSE FICTION.

Malory: Morte d'Arthur (about 100 pages); Bunyan's Pilgrim's Progress, Part I; Swift: Gulliver's Travels (voyages to Lilliput and to Brobdingnag); Defoe: Robinson

Crusoe, Part I; Goldsmith: Vicar of Wakefield; Scott: Novels, any one; Jane Austen: Novels, any one; Maria Edgeworth: Castle Rackrent or The Absentee; Frances Burney: Evelina; Dickens: Novels, any one; Thackeray: Novels, any one; George Eliot: Novels, any one; Mrs. Gaskell: Cranford; Kingsley: Westward Ho! or Hereward the Wake; Reade: The Cloister and the Hearth; Lytton: Last Days of Pompeii; Blackmore: Lorna Doone; Hughes: Tom Brown's School Days; Stevenson: Treasure Island, Kidnapped, Master of Ballantrae, Dr. Jekyll and Mr. Hyde; Kipling: Kim, Captains Courageous, Jungle Books; Cooper: Novels, any one; Poe: Selected Tales; Hawthorne: House of Seven Gables, Twice Told Tales, Mosses from an Old Manse; Howells: The Rise of Silas Lapham; Wister: The Virginian; Cable: Old Creole Days; Short Stories by various standard writers.

GROUP IV.—ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: The Sir Roger de Coverley Papers, Selections from the Tatler and Spectator; Boswell: Selections from the Life of Johnson; Franklin: Autobiography; Washington: Farewell Address; Burke: Speech on Conciliation with America; Irving: Life of Goldsmith; Southey: Life of Nelson; Lamb: Essays of Elia; Lockhart: The Life of Scott; Thackeray: Lectures on Swift, Addison, and Steele in the English Humorists; Macaulay: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay, Life of Johnson, Two Speeches on Copyright, History of England (Chapter III); Trevelyan: Selections from Life of Macaulay; Carlyle: Essay on Burns; Ruskin: Sesame and Lilies, Selections; Dana: Two Years Before the Mast; Webster: First Bunker Hill Oration; Lincoln: Selections, including at least the Speech at Cooper Union, the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley (together with a brief memoir or estimate of Lincoln); Parkman: The Oregon Trail; Emerson: Manners, Self-Reliance; Thoreau: Walden; Lowell: Selected Essays; Holmes: The Autocrat of the Breakfast Table; Burroughs: Selected Essays; Warner:

In the Wilderness; Curtis: Prue and I, Public Duty of Educated Men; Stevenson: An Inland Voyage, and Travels with a Donkey; Huxley: Autobiography and Selections from Lay Sermons (including the addresses on Improving Natural Knowledge, A Liberal Education, and a Piece of Chalk); Hudson: Idle Days in Patagonia; Clemens: Life on the Mississippi; Riis: The Making of an American; Bryce: The Hindrances to Good Citizenship; A collection of Essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of Letters by various standard writers.

GROUP V.—POETRY.

Palgrave's Golden Treasury (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's The Traveler, and The Deserted Village; Pope's The Rape of the Lock; a collection of English and Scottish ballads, as, for example, some Robin Hood ballads, The Battle of Oetterburn, King Estmere, Young Beichan, Bewick and Grahamme, Sir Patrick Spens, and a selection from later ballads; Coleridge's The Rime of the Ancient Mariner, Christobel, and Kubla Khan; Byron's Childe Harold, Canto III or IV, and The Prisoner of Chillon; Scott's The Lady of the Lake or Marmion; Macaulay's Lays of Ancient Rome, The Battle of Naseby, The Armada, and Ivry; Tennyson's The Princess or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," and Instans Tyrannus; Arnold's Sohrab and Rustum, and The Forsaken Merman; selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier; Milton: L'Allegro, Il Penseroso, Comus, Lycidas.

French

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

German

German A—Grammar and Composition ... One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

Greek

Greek A—Grammar and Composition One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

History

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediæval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the Revolution and the adoption of the Constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and Reconstruction, and the recent development of the nation.

Latin

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Cæsar One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

Mathematics

Mathematics A and B—Algebra
One and One-half or Two Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry One-half Unit

With original exercises and problems.

Science

Science A—Physical Geography, One-half or One Unit

The knowledge obtainable from a standard school text-book on this subject, field work.

Science B—Chemistry One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology One-half Unit

A standard school text-book, with demonstration and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Science E—Botany One-half or One Unit

Any standard school text-book, recitations and laboratory or field work in general botany.

Science F—General Science .. .One-half or One Unit

Any standard school text-book, recitations and laboratory work.

Admission to Advanced Standing

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

RULES REGARDING CLASSIFICATION AND GRADING

Special Students

Persons of mature age, who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

Regulations Regarding Re-examinations

Opportunities for the removal of First Term conditions will be given in March and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to remove a condition shall repeat the course, the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

Grading of Students

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the letters A, B, C, D, and E. A indicates a grade from 91 to 100; B from 81 to 90; C from 70 to 80; D from 50 to 70; and E below 50. The numerical grades do not appear on the reports. A D grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An E grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including all unexcused absences from classes, will be recorded on the reports.

Changing Classification

No student shall be allowed to change his classification without the consent of the Dean and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after matriculation.

COURSE OF STUDY

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the credit hour, which is equivalent to one recitation a week for a half year of eighteen weeks. To obtain a degree a student will be required to complete a minimum of 126 credit hours.

The following outline will indicate what subjects are required and what are elective and also show the amount and nature of the class work required for graduation:

FRESHMAN YEAR

FOR A. B. DEGREE		FOR B. S DEGREE	
English I	8	English I	8
Mathematics I	10	Mathematics I	10
Choose two of the following:		Chemistry I	8
French A or I German A or I Greek I History I or II Latin I and III Spanish A or I	12 or 16	Choose one of the following: French A or I German A or I	8

SOPHOMORE YEAR

English II	4	English II	4
History I or II	6	History I or II	6
Language pursued in Freshman year	8	Language pursued in Freshman year	8
Choose one of the following:		Electives	16
Physics I Chemistry I	8		

JUNIOR YEAR

FOR A. B. DEGREE		FOR B. S. DEGREE	
Biology I	8	Biology I	8
Philosophy	3	Philosophy	3
Electives	21	Electives	21

SENIOR YEAR

Biblical Literature	8	Biblical Literature	8
Electives	24	Electives	24

Rules Governing Electives

In choosing electives the student must take at least three years' work in one subject known as the major subject. There are eleven departments from which one may choose a major. The requirements for each major and the accompanying minors are stated at the beginning of the description of each department in which a major is offered.

Candidates for the A. B. degree must select their majors from the departments of Biblical Literature, English, French, Greek, History or Latin. Candidates for the degree of B. S. must select their majors from the departments of Biology, Chemistry, Home Economics, Mathematics or Physics. For the A. B. degree a student must elect two years of either French or German or Spanish, and for the B. S. degree he must have had Course A or an equivalent in French and German and Course I in either of the languages.

Only those who are planning to take a major in the Department of History are allowed to elect history in the Freshman year.

Physical Education

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. The amount of Physical Culture that is taken and reported is entered on the student's college record and thereby becomes a part of any statement of the work completed by the student.

DEPARTMENTS OF INSTRUCTION

For work in Agriculture, see the Department of Biology.

Biblical Literature

Guilford College is able to meet the needs of those who wish to prepare themselves for the Christian Ministry, but who do not expect to take a course at a Theological Seminary. The fundamentals are taught in a thoroughly scholarly, yet reverent way, and the various courses in this department and in the Department of Religious Education are designed to thoroughly equip young men and women for various kinds of Christian service.

Students planning to go to a Theological Seminary will find that Guilford College is prepared to give them the necessary foundation for such studies.

A major in Biblical Literature consists of 22 hours' work selected from the courses described below, or 16 hours from these courses and 6 hours from the department of Religious Education.

Six hours in English IV, V, VI or VIII are required, and two years of an ancient language.

Students majoring in this department should elect courses in Philosophy.

I*ab*. Credit hours 8.

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writ-

ings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

II*a*. Credit hours 4.

THE HEBREW PROPHETS.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and the permanent spiritual message is examined. Textbook, lectures and reports. Four hours a week. First half year. Not given in 1921-1922. Will be given in 1922-1923.

III*b*. Credit hours 4.

LIFE OF CHRIST.—A reverent, scholarly examination of the Life of Lives. Burton and Stevens' Harmony of the Gospels is used. Open to all students of college standing. Four hours a week. Second half year. Not given in 1921-1922. Will be given 1922-1923.

IV*a*. Credit hours 3.

THE APOSTOLIC CHURCH.—In this course a study is made of the Acts and Epistles. The development of Christian thought is traced from the time of Pente-

cost to the end of Paul's missionary labors. Lectures, assigned readings, and reports. The class is conducted on the seminar method. First half year. Offered in 1921-1922. Will not be offered in 1922-1923.

V*b*. Credit hours 3.

The History of the Christian Church.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, Latin, Lutheran and Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Second half year. Offered in 1921-1922. Will not be offered in 1922-1923.

Greek New Testament.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explanation of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

Religious Training

See Department of Religious Education.

Biology

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial

Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 x 60 feet, is well equipped for all the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

A major in Biology shall consist of course I*ab* and at least fourteen hours selected from the other courses offered below.

Students majoring in this department must take Chemistry I and should also take Organic Chemistry.

I*ab*. Credit hours 8.

GENERAL BIOLOGY consists of a study of the general facts, processes and laws that govern the existence of living things. Both plants and animals will

be studied. Their structure will be observed, their life-history worked out and the life-processes learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and co-operation are also discussed. Two lectures and two laboratory periods a week throughout the year.

II*ab*. Credit hours 8.

COMPARATIVE ANATOMY OF THE VERTEBRATES AND GENERAL EMBRYOLOGY.—In this course the structure of the different types of vertebrate animals is studied and the principles of evolution discussed. In the spring the development of a vertebrate animal from the egg to adult form is followed, the chick being used as the chief example of observation. Two lectures and two laboratory periods a week throughout the year.

III*ab*. Credit hours 6.

ADVANCED BIOLOGY.—Courses in morphology or physiology of plants or in cytology, histology and heredity or in bacteriology will be offered according to the wishes of students who are prepared to take them. Three hours a week throughout the year.

IV*ab*. Credit hours 4.

HEREDITY AND EVOLUTION.—Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory. Two lectures a

week throughout the year. Open to Juniors and Seniors or to those who have had General Biology.

V*b*. Credit hours 3.

CONQUEST OF DISEASE WITH LABORATORY WORK IN BACTERIOLOGY.—A study of some of the common prevalent diseases, with special emphasis upon prophylaxis, anaphylaxis and preventative medicine. A study of some of the more common non-pathogenic bacteria, which are illustrative of the various types, is taken up in the laboratory. The process of fermentation, sterilization and the various industrial applications of bacteria and bacterial products are taken up both in laboratory and class. Three lectures or six hours of work in the laboratory are required. Second half year. Will not be given in 1922-1923.

AGRICULTURE

VI*ab*. Credit hours 6.

CARE OF FARM ANIMALS.—This course will deal with the principles of feeding, judging and breeding of farm animals. During the winter and spring especial attention will be given to poultry and to dairying. Laboratory and practical work is conducted. Open to students who have had Biology I. Given in alternate years with Course VII. Will be given in 1921-1922.

VII*ab*. Credit hours 6.

SOILS, CROPS AND FARM MANAGEMENT.—An introduction to the geology of soils. The principal soil-

forming minerals and rocks will be considered in their effects in determining soil characteristics. Fertility of the soil and its management will be studied in relation to crops and general farm management. The course will be given in alternate years with Course VI. Not given in 1921-1922.

Chemistry

The Chemistry Department is located in two large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for fifty students. The laboratories are supplied with water, gas, light, electricity and compressed air. Up-to-date apparatus has recently been increased materially, and all necessary requirements for accurate and efficient analyses are at hand. An exhibit of various commercial chemical products and raw materials has been started and will be enlarged. Recent chemical journals and a chemical library of over 150 volumes give a valuable working reference library. The full amount of chemistry necessary for pursuing a medical course or entering industrial chemistry is offered.

A major in Chemistry shall consist of the following Courses: I, II, III, IV, V. A student pursuing this major must also take Physics I and is advised to take Mathematics II and III.

I*ab*. Credit hours 8.

GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and

their compounds. The laboratory work takes up the preparation and study of the properties of the common elements and their compounds. Required Freshman year of all students electing the Chemistry, Physics and Mathematics, Biology and Home Economics Groups. No credit will be given for a half year's work in this course. Two lectures or recitations and two laboratory periods per week, the entire year.

Text.—McPherson and Henderson, A Course in General Chemistry.

II*ab*. Credit hours 8.

QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and three laboratory periods each week. Prerequisite, Chemistry I. All year for students electing the Chemistry Group.

Text.—Baskerville and Curtman, Qualitative Analysis.

III*b*. Credit hours 4.

QUANTITATIVE ANALYSIS.—A thorough study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. Lectures, laboratory and stoichiometric exercises. Two lectures and six hours laboratory each week. Prerequisites, Chemistry I and II. Second term.

Text.—Mahin, Quantitative Chemistry.

IV*ab*. Credit hours 8.

ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and two laboratory periods of three hours per week. This course is required of all students majoring in Chemistry and will be essential to students of medicine. All year.

Text.—Norris, Organic Chemistry.

V*ab*. Credit hours 8.

ADVANCED QUANTITATIVE CHEMISTRY.—This is a continuation of Course III, and consists of the analysis of minerals, oils, fuels, water, iron, steel and alloys and agricultural products. Laboratory and lectures. Throughout the year.

VI*a*. Credit hours 4.

CHEMISTRY OF FOOD AND NUTRITION.—This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Four hours. First half year.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except Course IV, one laboratory period consists of two and one-half actual hours.

A breakage deposit of $3.00, which is included in the term fee, is required of all students in the Chemistry Department.

Education

It is the purpose of this department to offer courses that will meet with the approval of the State Department of Education and that will warrant the issuance of the High School Teacher's Certificate "A" —the highest type granted. The standard requirements for this certificate are: graduation from an "A" college and credit for 216 recitation periods of 60 minutes each distributed over the following courses:

General Courses

I. Psychology (General); Educational Psychology; Adolescent Psychology; Educational Measurement.

II. Principles of Secondary Education; Class Room Management.

III. Sociology; Educational Sociology; History of Education; Sanitation or School Life Hygiene.

Special Courses

Observation; Special Methods; Practice Teaching.

Credits must be offered in I and II, North Carolina School Law, and Practice Teaching.

I*a*. Credit hours 3.

HISTORY AND PRINCIPLES OF SECONDARY EDUCATION.—This course covers a brief general survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school system and how these demands are found imbedded in present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice.

II*b*. Credit hours 3.

SPECIAL METHODS OF TEACHING.—While this course is intended primarily for those who plan to make high school teaching a profession, its applications may be applied to elementary school work to advantage. It includes a preliminary study of the nature of high school pupils, the qualifications of the teachers and the practical problems and methods of teaching high school subjects. A typical subject, such as special methods in teaching English, is used as the basis of the work of this course, though other subjects are developed with sufficient detail to give the student an extensive background for the later needs of the class room. As indicated, this course is intended to be extremely practical and to furnish the young teacher with many of the details of class instruction without

which years of experience would be necessary to work out for himself. Second half year, Junior year.

III*a*. Credit hours 4.

EDUCATIONAL PSYCHOLOGY.—The prime aim of this course is to acquaint the student with adolescent child nature and capacities. As a background for this study a general survey of earlier child nature and capacities is taken up at the beginning of the course. This is followed by a more detailed consideration of original tendencies, impulses, and mental characteristics of the adolescent period, laws of learning, individual differences in high school pupils, exceptional children, and such topics as concern the high school teaching problem. First half year, Senior year.

IV*b*. Credit hours 4.

SCHOOL ADMINISTRATION.—This course is designed primarily to meet the needs of those students who plan to become high school principals, supervisors and superintendents, though the principles upon which the work is based may be employed to advantage by students wishing to enter the field of elementary school administration. Problems of school finances, grading and promotion of pupils, retardation and its remedies, medical inspection, courses of study, vocational education, school programs, teachers' meetings, supervision, organization and systematizing school routine, elimination of waste, proper distribution of the teaching load, effective chapel exercises, high school student organizations, maintaining school morale, stu-

dent government (to what extent practical and to what extent impractical) are some of the many topics discussed from the standpoint of actual experience in high school work. This course should be extremely helpful to students wishing to immediately take up positions as high school principals or supervisors. A careful study of North Carolina School Law is included in this term's work. Required for certification. Second half year, Senior year.

Note.—Six half term hours of practice work will be required of all students electing the full course in Education, the practice work to be distributed over the two years allotted to the course.

Occasional theses and reports are required in all courses.

Vc. Credit hours 3.

RURAL EDUCATION.—This course deals with the general problem of rural education and is planned to meet the needs of teachers preparing to enter upon the work of teaching in rural communities. Many of the problems of the rural school will be considered —recent development and present status of rural education, professional direction and supervision, rural leadership, and rural community school, rural continuation schools, rural school and community recreation and kindred topics. This course will be offered as an elective in 1921-1922. Second half year.

English

English I*a* and I*b* are required of all Freshmen; English II*a* and II*b* are required of all Sophomores. These two courses are prerequisite for all other courses in English.

Any student, although having completed the work usually required in English, must take more work suited to his needs, provided any department, supported by the Department of English, reports that student as habitually using poor English, either written or spoken.

A major in English shall consist of the following courses: I, II, and twelve additional hours in the courses outlined below. A student pursuing this major must also take History II and Latin I and II, and two years' work in one of the following departments: French, Spanish, History or Political Science.

I*ab*. Credit hours 8.

ENGLISH COMPOSITION COURSE.—The first quarter is devoted chiefly to eliminating elementary faults in the construction of sentences and of paragraphs. Correct expression is insisted upon as essential. The remaining work of the year consists in reading with analysis by outlining, and in theme writing. These courses place special emphasis on the writing of exposition, though some practice is given in the writing of descriptions and of short stories. All students are requested to secure Webster's Collegiate Dictionary, by Merriam Company, provided they do not already have a satisfactory one. A minimum of collateral

reading will be required. Four hours a week throughout the year.

II*ab*. Credit hours 4.

SOPHOMORE ENGLISH LITERATURE.—A historical outline of English Literature from Chaucer to Tennyson. The purpose of the course is to train the student to read with rapidity and with intelligent appreciation. A comprehensive view of English literature as a preparation for the more detailed study in the elective courses of the Junior and Senior year is given. The chief authors read are Chaucer, Spenser, Shakespeare, Milton, Swift, Wordsworth, Byron, Tennyson, Carlyle, and Ruskin. Prerequisite, English I*a* and *b*. Two hours throughout the year.

III*b*. Credit hours 2.

MODERN NOVEL AND DRAMA.—A brief survey of the development and modern tendencies of novel and drama. Reading from Conrad, Bennet, Galsworthy, and Howells, Shaw, Ibsen, Pinero, Jones, Barrie, Wilde, Synge, and Lady Gregory. Prerequisite, English II*ab*. Second half year.

IV*ab*. Credit hours 6.

NINETEENTH CENTURY POETRY.—Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Landor, Tennyson, Browning, Rossetti, and Clough. Prerequisite, English II*a* and *b*. Three hours a week throughout the year; either semester's work may be taken separately for credit.

Not offered in 1921-1922.

V*a*. Credit hours 3.

SHAKESPEARE.—A brief survey of the development of the Elizabethan drama and an analysis of a number of Shakespeare's plays. Prerequisite, English II*a* and *b*. First half year.

VI*b*. Credit hours 3.

THE ENGLISH NOVEL.—Jane Austen, Thackeray, Dickens, George Eliot, Meredith, Reade, Stevenson, and Hardy. Second half year. Prerequisite, English II*a* and *b*.

VII*b*. Credit hours 2.

ADVANCED COURSE IN GENERAL WRITING.—The work is mainly expository, including a study of critical and familiar essays, but students may take a part of their time for the practice of any form in which they are interested. Second half year. Prerequisite, English I*a* and *b*.

VIII*a*. Credit hours 2.

AMERICAN LITERATURE.—A survey of the colonial period and a study of representative works of Irving, Cooper, Bryant, Poe, Hawthorne, Emerson, Lowell, Holmes, Whitman, Longfellow, and Whittier. First half year. Prerequisite, English II*a* and *b*.

IX*a*. Credit hours 2.

DEBATES.—The purpose of this course is to give training in the theory and practice of debating. Special attention is given to the making of briefs.

Current social, political and economic questions are debated in class. Text-book and class debates. Class limited to sixteen students. Open to all college students. First half year. Elective only.

French

A major in French shall consist of Courses I, II, III, IV, and V (24 hours). A student pursuing this major must also take one of the following: Advanced English, 6 hours; Latin, 16 hours; German or Spanish (exclusive of Course A), 12 hours; History in addition to the Sophomore course, 12 hours; courses from the Political Science department, 12 hours.

A*ab*. Credit hours 8.

Open to Freshmen and to preparatory students who have successfully completed Preparatory French. Grammar, conversation and dictation.

Texts selected from: Halévy, "L'Abbé Constantin"; Malot, "Sans Famille"; "Contes Bleus"; Labiche et Martin, "Le Voyage de M. Perrichon".

I*ab*. Credit hours 8.

Prerequisite, Course A. Careful study of grammar. Oral and written reproduction of selected passages of texts read.

Texts.—Bruce, "Grammaire Française"; Lamartine, "Jeanne d'Arc"; Hugo, "La Chute"; Pailleron, "Le Monde où l'on s'ennuie"; Buffum, "French Short Stories".

II*ab*. Credit hours 4.

Prerequisite, Course I. Advanced course in reading, composition and conversation. Not offered 1921-1922.

III*ab*. Credit hours 4.

A brief survey of early French literature and study of seventeenth century literature with special emphasis upon Corneille, Molière and Racine.

IV*a*. Credit hours 2.

Study of eighteenth century literature with special emphasis upon Voltaire, Rousseau, Beaumarchais and Marivaux.

IV*b*. Credit hours 2.

The Romantic School.

V*ab*. Credit hours 4.

Study of modern French literature with especial emphasis upon Flaubert, Maupassant, Daudet, Anatole France, Bourget, Rostand and Maeterlinck. Not offered in 1921-1922.

For those who have completed Courses II and III as outlined in the catalogue of 1919-1920 special courses, if desired, will be arranged for the year 1921-1922.

Geology

I*ab*. Credit hours 6.

The principles of general geology. Three hours per week throughout two semesters. The work of the first semester deals with structural geology and earth processes, that of the second with historical geology and the study of fossil remains. Throughout the course the dynamic viewpoint of geology will be emphasized. Two lecture periods and one laboratory, field or museum period per week.

Text.—Chamberlain and Salisbury, A College Text-book of Geology.

German

Students wishing to qualify for German I must offer two units of entrance work in the language or a certificate of one year's work in a college.

A*ab*. Credit hours 8.

Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft, German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee; Hillern, Höher als die Kirche; or equivalents. Second semester a simple prose text. Four hours a week.

I*ab*. Credit hours 8.

Prerequisite, Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Wilkommen in Deutschland; Im Vaterland; Goethe, Herman und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug, or equivalents. Four hours a week.

II*ab*. Credit hours 6.

Prerequisite, Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

III*ab*. Credit hours 6.

An advanced course in German literature open to those who have completed Course II.

Greek

A major in Greek shall consist of 26 credit hours of Greek. A student pursuing this major must also take 16 credit hours of Latin and two years' work in French or German.

I*ab*. Credit hours 8.

The first term in the study of Greek is devoted to learning the forms of the language, and doing easy

exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II*ab*. Credit hours 6.

In the second year, the third book of the Anabasis and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III*ab*. Credit hours 6.

During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

History

A major in History shall consist of three full year courses, including History III, selected from those listed below. A student pursuing this major must also take course I*ab* in the Department of Political Science. He is advised to take one year of advanced English or two years of Latin.

I*ab*. Credit hours 6.

MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in

the library and reports on special topics form an essential part of the course. Three hours a week. One year. Given in alternate years. Not given in 1921-1922.

II*ab*. Credit hours 6.

ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as a requirement of Sophomores. Given in alternate years. Will be given in 1921-1922.

III*ab*. Credit hours 6.

AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial Period through the expansion of America into a World Power will be studied. Text-books will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Political Science Group; elective in Junior or Senior year in all other groups. Given in alternate years. Not given in 1921-1922.

IV*a*. Credit hours 4.

AMERICAN GOVERNMENT.—The purpose of this course is two-fold: to prepare students for more advanced study of government and to make them more intelligent citizens. The course deals with the origin, structure and development of national, state and local governments in the United States. Sophomores, Juniors, Seniors. Open to those who have had American History. Four hours a week, first half year.

IV*b*. Credit hours 4.

COMPARATIVE GOVERNMENT.—This course offers a comparative study of the constitutions and forms of government of the United States, England, Germany, France and Switzerland. Text-book and lectures. Juniors and Seniors. Second half year.

Home Economics*

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the subject. Courses in related sciences are given in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among these courses are Chemistry VI, a course in food chem-

* These courses are outlined as they were given in the year 1920-'21.

istry; and Biology V, which deals with the physiology of the digestive system, bacteriology and sanitation.

These courses as well as a course in general chemistry are required of all students specializing in Home Economics.

The laboratories, a suite of three rooms, including a cookery laboratory, three large pantries, a dining room, and a sewing laboratory, are large and well lighted, and are entirely adequate to the needs. They are fully equipped, providing to each student opportunity for individual work.

A major in Home Economics shall consist of all the courses listed below or their equivalent. A student pursuing this major must also take Chemistry VI and Biology V.

I*a*. Credit hours 2.

FOODS AND COOKERY.—This course includes a general survey of the principles of cookery. The five food principles are studied in detail, and practice is given in the cooking of those foods which serve best as illustrations. The course includes, also, a study of the history of foods, their growth and manufacture. The class prepares and serves two meals. Four hours laboratory per week. Sophomore year, first half year.

II*b*. Credit hours 2.

CLOTHING AND TEXTILES.—In this course instruction is given in hand and machine sewing; knitting. darning and patching. Simple garments, including

underwear, bungalow aprons, and house dresses are made. Four hours laboratory per week, second half year, Sophomore year.

III*a*. Credit hours 2.

HOME PROBLEMS.—This course includes instruction in the various problems relating to the home. It deals particularly with the following: House cleaning; emergencies that may arise in the home; first aid methods; the causes and prevention of contagious diseases; laundering of cotton, linen, woolen and silk fabrics. Two hours recitation per week. First half year, Sophomore year.

IV*b*. Credit hours 2.

ART APPRECIATION.—This course includes a general survey of the fields of architecture, sculpture and painting from ancient to modern times. Study is made also of principles involved in city planning, house decoration and costume design. Two hours per week recitation. Second half year, Sophomore year.

V*a*. Credit hours 2.

CLOTHING AND TEXTILES.—A continuation of previous work in clothing. Garments more difficult in design and construction. A study of textiles gives primitive forms of textile industries; their later development; characteristics of cotton, linen, woolen and silk fibers. These facts are applied to purchasing of fabrics; to laundering of fabrics. Four hours laboratory per week. First half year, Junior year.

VI*b*. Credit hours 2.

FOODS AND COOKERY.—A continuation of previous courses in Cookery, with emphasis on menu making and table service. Four hours laboratory work per week. Second half year. Two hours credit. Junior year.

VII*a*. Credit hours 2.

HOUSE PLANNING.—A study of the evolution of the house; making of plans for modern houses; convenience and use of individual rooms; finish of wood work and walls; principles of decoration. Two hours per week of recitations. First half year, Junior year.

VIII*b*. Credit hours 2.

HOME SANITATION.—This course includes a study of the fundamental principles of sanitation as relating to a home. It deals particularly with the following problems: Selection of site for the house; situation of the house; care of the house with special reference to plumbing, heating, lighting and ventilation; destruction of household pests. Two hours per week of recitations. Second half year, Junior year.

IX*a*. Credit hours 2.

DIETETICS.—This course includes a study of the nutritive value of foods, with particular reference to the feeding of the individuals of different ages from childhood to old age. Dietaries for invalids and for those suffering from diseases requiring special feeding are planned and prepared. Four hours laboratory work per week. First half year, Senior year.

X*b*. Credit hours 2.

DRESSMAKING AND MILLINERY.—Drafting of patterns; use of commercial patterns; characteristics of various fabrics and their suitability for various types of clothing. Making of shirt waist, house and afternoon dress. Work in millinery includes making of frames for hats; covering frames; trimming; retrimming of old hats. Four hours laboratory work per week. Second half year, Senior year.

XI*ab*. Credit hours 4.

METHODS IN HOME ECONOMICS.—This course includes a study of applied Home Economics from two viewpoints: (1) In the home. This deals with the correct apportionment of the family income; efficiency in management. Each Senior spends a certain length of time in practice housekeeping in the model cottage. (2) In the school. A study is made of the Home Economics movement; the development of the work and its introduction into our schools, colleges, and universities. Courses of study are planned for various types of schools. Each Senior is required to do practice teaching. Two hours recitation per week. Throughout the year, Senior year.

Latin

The purpose of this department is to familiarize the student first with Latin literature of the Augustan period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure

of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

A major in Latin shall consist of four full year courses from those listed below. A student pursuing this major must also take two years of Greek.

I*a*. Credit hours 3.

LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. First half year. Freshman.

II*b*. Credit hours 3.

TACITUS.—This course embraces the Germania and Agricola. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Three hours a week. Second half year. Freshman.

III*ab*. Credit hours 2.

PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week. Throughout the year.

IV*a*. Credit hours 4.

SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles

upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrating Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Second half year.

V*a*. Credit hours 4.

SELECTIONS FROM OVID AND PROPERTIUS. — This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. First half year.

VI*b*. Credit hours 4.

HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Second half year.

VII*a*. Credit hours 4.

CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. First half year.

VIII*a*. Credit hours 3.

ROMAN COMEDY.—This course embraces the Captive and Trinumus of Plautus, the Phormio and Adelphoe of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. First half year.

IX*b*. Credit hours 3.

TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Second half year.

Mathematics

A major in Mathematics shall consist of courses I, II, III, and IV. A student pursuing this major must also take Physics I.

I*a*. Credit hours 5.

COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes logarithms, progressions, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction of the theory of equations. Required of all Freshmen. Five hours. First half year.

Text.—Wells' College Algebra.

I*b*. Credit hours 3.

SOLID GEOMETRY.—Required of all Freshmen who do not present it for entrance. Three hours. Second half year.

Text.—Wentworth and Smith.

I*c*. Credit hours 2.

PLANE TRIGONOMETRY.—Derivation of formulae with their application; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all Freshmen. Two hours. Second half year.

Text.—Wells' New Plane Trigonometry.

II*a*. Credit hours 4.

ANALYTIC GEOMETRY.—Discussion and construction of loci; the straight line; circle; parabola, ellipse and hyperbola; polar co-ordinates; tangents; also geometry of three dimensions, including the curve in space, the plane and quadratic surfaces. Four hours a week. First half year.

Text.—Smith and Gale's New Analytic Geometry.

II*b*. Credit hours 4.

ANALYTIC GEOMETRY AND MECHANICAL DRAWING.—The Analytic Geometry described in II*a* is continued two hours a week and two hours a week is given to mechanical drawing. Second half year.

III*ab*. Credit hours 8.

DIFFERENTIAL AND INTEGRAL CALCULUS.—Differentiation and integration of algebraic and transcendental functions; areas, volumes, and surfaces; infin-

ite series; maxima and minima; properties of curves and radius of curvature; numerous applications to geometry; physics, chemistry and engineering. Required of all students electing the Mathematics and Physics Group. Prerequisite, Mathematics II. Four hours throughout the year.

Text.—Granville.

IV*ab*. Credit hours 8.

DIFFERENTIAL EQUATIONS.—The solution of ordinary and partial differential equations of the first and higher orders. Geometrical, mechanical, and physical applications. Prerequisite, Mathematics III. Three hours throughout the year.

Text.—Murray's Differential Equations.

V*b*. Credit hours 3.

SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit, and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct forms of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Prerequisite, Mathematics I*c*. Three hours. Second half year.

VI*a*. Credit hours 2.

DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

A telescope, solar transit, students' spectrometer, and sextant enable the students to supplement their work with observations as required. Two hours. First half year.

Philosophy

I*a*. Credit hours 3.

PSYCHOLOGY.—A course in general Psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. First half year. Required of all Juniors.

Text.—James' Psychology, Briefer Course.

II*a*. Credit hours 3.

HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of modern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The text-books used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Philosophy." Lectures, discussions and a thesis. Senior or Junior year. Three hours. Second half year. Offered in alternate years. Will be offered in 1921-1922.

III*b*. Credit hours 3.

ETHICS.—In this course the trend of Christian ethics is considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned

readings, together with text-book and a theme on some phase of ethical study. Three hours. Junior or Senior year. Second half year. Offered in alternate years. Will be offered in 1922-1923.

IV*b*. Credit hours 2.

LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Second half year.

Text.—Jevon's Lessons in Logic.

For other courses, see Department of Education.

Physics

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall.

A major in Physics shall consist of three full year courses, including I*ab* and II*ab*, selected from those listed below. A student pursuing this major must take Mathematics II and III.

I*ab*. Credit hours 8.

GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and two two-hour laboratory periods each week throughout the year.

No credit will be given for less than a year's work.

Text.—Kimball, College Physics.

II*ab*. Credit hours 6.

ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. Three hours throughout the year—lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

III*a*. Credit hours 3.

MOLECULAR PHYSICS.—This course is a study of molecular motions and magnitudes. Prerequisite, Physics I. Lectures and recitations. First half year. Not offered in 1921-1922.

III*b*. Credit hours 3.

THEORETICAL MECHANICS.—During the first quarter the subject is developed historically. During the second quarter a more detailed study is made of problems in statics, dynamics of a particle, and elementary rigid dynamics. Prerequisite, Physics I. Lectures and recitations. Second half year. Not offered 1921-1922.

IV*a*. Credit hours 3.

THEORY OF IONS AND ELECTRONS. — The dissociation theory in relation to primary cells and electrolysis, conduction of electricity through gases, radioactiv-

ity and X-rays. Prerequisite, Physics I. Lectures and recitations. First half year.

IV*b*. Credit hours 3.

ELECTRIC WAVES.—Production and reception of damped and undamped waves with a special study of the three-element vacuum tube. Prerequisite, Physics I. Lectures, recitations and laboratory. Second half year.

Political Science and Economics

I*ab*. Credit hours 6.

ECONOMICS.—The purpose of this course is to give the fundamental principles underlying our industrial life. The course is based upon the study and discussion of a text-book supplemented by lectures and assigned readings on current economic problems. Juniors and Seniors. Three hours throughout the year.

II*a*. Credit hours 3.

POLITICAL SCIENCE.—The purpose of this course is to furnish an introduction to the study of the nature, origin, and evolution of the state, the more important political theories and the organization and operation of government.

Text-book, assigned readings and reports. Juniors and Seniors. First half year. Omitted 1921-1922.

III*a*. Credit hours 3.

SOCIOLOGY.—The purpose of this course is to furnish an introduction to the study of society. A study

is made of the development of modern social institutions and attention is given to a consideration of social forces, social processes, policies and principles. Textbook, assigned readings, lectures and reports. Juniors and Seniors. First half year.

For other courses, see Department of History and Department of Education.

Religious Education

I*a*. Credit hours 3.

THE CHURCH SCHOOL.—A study will be made of the organization and administration of the Sunday school. Special attention will be given to the departmental school, making local application where possible. In addition a study will be made of the necessary equipment, methods of keeping records and measuring the growth and development of the school. Three hours first semester. This course will not be given in 1921 unless ten or more students elect it.

II*a*. Credit hours 3.

TEACHING THE SUNDAY SCHOOL CLASS. — This course will make a study of the art of teaching a Sunday school class, including a study of the material to be used and the equipment required. There will also be a study of the story and its use in the Sunday school, with practice work in the class, and a study of the methods for training the devotional life. Three hours first semester.

III*a*. Credit hours 3.

THE RURAL COMMUNITY.—A study will be made of the conditions that confront the rural communities. The study will face the moral, religious, social and educational problems of rural and village life. As far as possible the conditions prevailing in North Carolina will form the base of the study, and all through the course the point of view will be that of the churchman. Three hours first semester.

IV*b*. Credit hours 3.

THE PASTOR AND HIS WORK.—This course will include a study of the organization of the church for work in the community from the pastor's point of view. A large section of the course will be a study of the sermon and its construction. Practice work will be required in the class room. Three hours second semester.

V*b*. Credit hours 3.

FOREIGN MISSIONS.—This course includes a study of the religions, history of Christian Missions, missionary methods and biography of the different fields as they are presented. The course will consist of required readings, lectures and reports. Three hours second semester.

VI*b*. Credit hours 3.

HISTORY OF QUAKERISM.—This course deals with the history of the Society of Friends from the time of George Fox up to the present. Attention will be given to the conditions in England and America pre-

vious to the time of Fox. The various periods of Quaker history will be studied, including the founding of Pennsylvania, the migrations west, the separations, and the modern tendencies. Three hours second semester.

Spanish

The aim of this department is to give the student a knowledge of written and spoken Spanish not only for commercial purposes, but literary as well.

From this standpoint, the student is enabled to gain a two-fold knowledge of the language, by studying the life, customs and industries of our gifted neighbors on the south, and the best known works of the authors from the mother country, Spain. Both phases are emphasized in order to meet the desires of all.

No previous knowledge of Spanish is required for entrance to Course A.

A*ab*. Credit hours 8.

A course for beginners, consisting of conversation, grammar, oral and written exercises and the reading of simple Spanish prose.

Texts.—Brief Spanish Grammar, Ingraham and Edgren; A Trip to Latin America, Fuentes and François; Easy Spanish Plays, Henry; El Capitán Veneno, Alarcón.

I*ab*. Credit hours 8.

Prerequisite, Course A or a two-year high school course. Four hours per week.

Grammar and composition, readings in prose and poetry.

Texts.—Spanish Reader, De Vitis; La Hermana San Sulpicio, Valdés; La Mariposa Blanca, Selgas; Marianela, Goldós; El Pájoro Verde, Valera; Gil Blas, Lesage, traducida por il Padre Isla.

MUSIC

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged which will tend to cultivate the taste, develop the mind and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

For entrance to the courses leading to a music diploma the following work is required:

English	3 units
Mathematics	2 units
Language	3 units
History	1 unit
Music	2 units
Elective	3 units
	14 units

Diplomas are given to those who complete the courses.

Credit toward the bachelor's degree to the amount of not more than eight hours will be allowed for work in the Junior and Senior years in Piano and Voice. This credit will not be allowed except upon the recommendation of the instructor in charge.

Piano

This course covers a period of four years.

The attention of the student is called to the fact that there are extra charges in the Music Course. For tuition expenses in this department, see page 110.

An outline of the work required for a diploma in music is given below. Students who are taking the collegiate work leading to a bachelor's degree will be required to do only the music given in this outline. Students who are not planning to take a bachelor's degree must do all this work before receiving a diploma.

FRESHMAN

English	8
French	8
Elective	8
Theory	2
Piano	8
	34

Required practice per week, 10 hours.

SOPHOMORE

English	4
French	8
History	8
Harmony	4
Sight Singing	4
Piano	6
	34

Required practice per week, 12 hours.

JUNIOR

English	6
German	8
Psychology	8
Harmony	2
History of Music	2
Piano	8
	34

Required practice per week, 12 hours.

SENIOR

German	8
Counterpoint	4
Piano	12
Bible	8
	32

Required practice per week, 14 hours.

Freshman

Special attention will be given to hand position, the proper use and control of fingers, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

Sophomore

Finger and wrist exercises, scales taught in contrary and parallel motion, grouping by accents or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Selected studies from Czerny, Burgmüller, Loeschhorn, Op. 65, Bach's Two Part Inventions.

Junior

Technical exercises. Scales in double thirds and sixths.

Studies by Bertini; Heller, Op. 47 and 45; Czerny, Op. 299; Bach; Loeschhorn, Op. 66; Czerny's "Legato and Staccato"; Sonatinas and easier Sonatas by Haydn, Mozart, Beethoven.

Mendelssohn's "Song Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint-Saens, Chopin, Schubert and others.

Senior

Technical exercises.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concertos by Beethoven, Mendelssohn and others.

Upon the satisfactory completion of the regular four years' theoretical and literary course, together with the four years' course in piano, the candidate for a diploma must satisfactorily perform programs conforming to the following schedule:

A concerto of advanced difficulty, a Beethoven sonata, selections from the more important works of Schumann, Chopin, Grieg, and composers of the modern schools.

Vocal

The course covers a period of three years and comprises a thorough study of the correct principles of voice production and art of singing. Relaxation, breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to diction in English, Italian, German and French, as well as to artistic interpretation.

For graduation from the Vocal Department, the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

FIRST YEAR

Vocalises: F. Sieber, Op. 92-97 for corresponding voices; Concone, Op. 9, and similar studies.

Repertoire: Songs will be selected mainly from folk songs and classical repertoire. Small songs like the following may be given for examination at the end of the first year: Folk Songs; "The Blue Bells of Scotland"; "All Through the Night" (Welsh Air); "Drink to Me Only With Thine Eyes" (Old English); Mendelssohn, Op. 9, No. 5, "In Autumn"; Op. 8, No. 7, "May Song"; Op. 99, No. 3, "The Favorite Spot"; Weber's "Cradle Song".

SECOND YEAR

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: "Salvatore Marchesi," Op. 15, twenty elementary and progressive vocalises; Concone, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: MacDowell's Op. 47, No. 1, "The Robin Sings in the Apple Tree"; Mendelssohn's Op. 71, No. 3, "To the Distant One"; Op. 47, No. 6, "By the Cradle"; Franz, Op. 5, No. 5, "Maid with Lips Like Roses Blooming"; Op. 9, No. 3, "Entreaty"; Schumann's Op. 127, No. 2, "Thy Lovely Face"; Op. 79, No. 14, "Ladybird".

To the repertoire of the second year should be added also the anthology of Italian song of the seven-

teenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

THIRD YEAR

Technique: With normal development, the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, twenty-four easy vocalises; Parofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms and modern songs by American, French and German composers are included in this year. Selections from standard oratorios and operas are also studied.

FINAL EXAMINATIONS

The quality of each voice should be good (considering the natural quality of each voice as the standard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish

it at will. During the second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation and interpretation.

Sight Singing

The object of this course is to enable the student to sing an ordinary melody at first sight, to know at first sight how music should sound and to write a melody after learning it.

This course is especially for beginners. It begins with the simplest intervals and rhythms and progresses until it includes difficult passages in modern vocal music. Two hours a week.

Text.—Dannhauser, Exercises in Solfeggio, Books I, II and III.

Theory

Acoustics, only those facts which are of the utmost importance to musicians, are considered musical terminology; the orchestra and its instruments; study of rhythm and accent; embellishments; metre; hymn construction; figure treatment; phrasing; melodic construction; song forms; sonata forms; symphony; rondo, concerto; overture; aria form; recitative; canon, counterpoint; figure.

This course gives the student the knowledge to analyze, phrase and teach the various forms of music. One hour a week.

Text.—Elson's Theory of Music.

Harmony

This course begins with the study of intervals and major and relative minor keys. The student then harmonizes a given soprano melody or figured bass, using only principal chords; harmonization of melodies, using the dominant seventh chord, secondary triads, chords of the seventh and ninth; modulations, altered chords; non-harmonic tones; accompaniments; harmonization of chorales. Two hours a week.

Text.—Chadwick's Harmony and Additional Exercises, by Benjamin Cutter.

Violin

Instruction in violin was offered in 1920-1921. Those who wish to take it in 1921-1922 should write to the president of the college in regard to the matter.

PREPARATORY SCHOOL

In order to accommodate some of our patrons who are not in reach of good high schools we are carrying two years of preparatory work to prepare students for the Freshman Class.

A student must submit six units of high school work, including one unit of English and one of Algebra, in order to be admitted to the Preparatory Department.

FIRST HALF YEAR		SECOND HALF YEAR	
English B	5	English B	5
English C	5	English C	5
Primary Latin	5	Primary Latin	5
Cæsar	5	Cæsar	5
Cicero	5	Virgil	5
Algebra B	5	Algebra B	5
Plane Geometry	5	Plane Geometry	5
American History	4	American History	4
Biblical Literature	4	Biblical Literature	4
Science	4	Chemistry A	4

English

B*ab*. English B consists of a study of the construction of the sentence and of the paragraph. Drill in the writing of easy exposition, description, and narration is given. Five classics are read.

This course is required of all students who have had only two years of High School work, and is also required of all students presenting only one entrance credit in English.

Texts.—Hanson's "Two Years' Course in English Composition," Parts II and III; Burroughs, Selected Essays; Julius Cæsar; A Collection of Short Stories; Idylls of the Kings, and Silas Marner.

C*ab.* English C completes the preparation for college work. Constant practice in the various forms of composition is given. Correct expression, grammatical accuracy, and the logical construction of long papers are the chief objects of the course. Five classics are read.

English C is required of all students who have had only three years of High School work and also of all students who have presented only two units of entrance credit in English.

Texts.—Canby and Opdycke, "Elements of English Composition"; Burke's Conciliation with America; Macbeth; Essay on Burns; Essay on Johnson, and Milton's Minor Poems.

Latin

Three years in Latin are given in the Preparatory School.

A*ab.* PRIMARY LATIN.—This is a five hour course throughout the first year and embraces all the essentials preparatory to a study of higher Latin.

B*ab.* CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books (I-IV). Composition weekly. An effort is made to develop a ready reading knowl-

edge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

C*a*. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

C*b*. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A thorough drill in syntax is given. Poetic peculiarities and prosody are studied.

French

For those students who wish to offer two units of French for entrance the following provision has been made:

PREPARATORY FRENCH.—Entrance credit, one unit. Open to any preparatory student. Essentials of grammar, conversation. "La Belle France."

FRENCH A.—Entrance credit, one unit. Prerequisite for preparatory students, Preparatory French. Grammar, conversation, dictation.

Texts selected from the following: Halévy, "L'Abbe Constantin"; "Contes Bleus"; Labiche et Martin, "Le Voyage de M. Perrichon"; Malot, "Sans Famille".

Mathematics

ALGEBRA B*ab*. Involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions. Five hours throughout the year.

Text.—Wentworth and Smith.

PLANE GEOMETRY.—Prerequisite, Algebra B. Five books and numerous original exercises. Five hours throughout the year.

Text.—Wentworth and Smith.

History

B*ab*. AMERICAN HISTORY.—A course in the history of the American nation is offered to students in the preparatory work. This may be used as an elective in making up the required number of entrance units. Four hours a week throughout the year.

Biblical Literature (Elementary)

A*ab*. A course designed to give preparatory students a comprehensive knowledge of the Holy Scriptures. Thorough instruction will be given in the history, composition, purpose and contents of the Bible. Special attention will be given to the great personalities of the Bible, and throughout the course a sincere effort will be made to instruct the students in the fundamentals of the Christian faith. Certain choice passages of Scripture will be committed to memory. Lectures, discussions and reports. Required

of all preparatory students. First semester, the Old Testament; second semester, the New Testament. Four hours a week.

Science

A*a*. The work in Science during the first half year will consist of general work in science with emphasis upon physics, physiology, physiography or biology, according to the needs of the class and the work they have had before coming to Guilford.

A*b*. Chemistry.—The second half of the year will be devoted to an elementary preparatory course in general chemistry. Recitations and laboratory work. This prepares students for the college work in Chemistry.

THE MUSEUM

The cabinet of natural history specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 specimens. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

COLLEGE ORGANIZATIONS

LITERARY SOCIETIES

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

THE Y. M. C. A. AND Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the College. Joint meetings of the two Associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these Associations.

Bible classes are held Sunday morning which are led by upper classmen and in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a

Christian influence which penetrates every phase of college activity.

THE COLLEGE CHORUS

The College Chorus is a mixed choir of fifty voices. The music studied is from the best composers. Each Monday evening at 6:45 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Mr. White.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, the alumni editor, the business manager and the two faculty advisers are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President, A. Wilson Hobbs; vice-president, O. V. Woosley; secretary, L. L. White; treasurer, E. J. Coltrane; registrar, Julia S. White.

The Alumni Association, through its committees, extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at commencement and the other in August. The Association pub-

lishes a bulletin in which reports of the year's proceedings can be found.

THE ATHLETIC ASSOCIATION

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee which makes him a member of the Association with full athletic privileges, along with the right to attend any athletic contests on the campus without further charge.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The major sports are: Track, football, basketball, baseball and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term who registers after October 1st, nor shall any student become a member of a team during the Spring who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least eight hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

PUBLICATIONS

The Guilford College Bulletin is issued by the College four times a year. Included under this are: The Catalogue, The Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription price is $1.50 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to two years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems and sketches of the various student activities of the College.

The Y. M. C. A. Yearbook is published during the summer by the Y. M. C. A. It contains all the information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

Scholarships

Haverford and Bryn Mawr College each offer annually to Guilford College a scholarship. In selecting members of the Senior Class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account. No one will be considered eligible to these scholarships who has not been a student at Guilford College for at least two years.

HAVERFORD

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained above.

BRYN MAWR

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above.

BIBLE TEACHERS' TRAINING SCHOOL FELLOWSHIP

The Bible Teachers' Training School, of New York City, offers a fellowship in their School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

MARVIN HARDIN SCHOLARSHIP

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, has endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the Spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

HIGH SCHOOL SCHOLARSHIPS

The Board of Trustees has established tuition scholarships in several high schools of the state. The appointee must be the student, qualified to enter the Freshman class, who has made the highest grades. The appointment is for one year. High schools desiring such scholarship to be placed with them should make application to the College. Only high schools whose standard of work is well established will be awarded such scholarships.

Prizes

LITERARY SOCIETY PRIZES IN ORATORY

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

LITERARY SOCIETY PRIZES FOR IMPROVEMENT

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

DECLAMATION PRIZES FOR HIGH SCHOOLS

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one

to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

Honors

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent in any subject, shall be entitled to "Honors".

Members of the Junior class who receive an average grade of 95 per cent in their major work and do not receive a grade below 90 per cent in any subject shall be entitled to "Special Honors".

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent, shall be entitled to "Highest Honors".

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great care is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student show little or no inclination to study, or if he fail to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed or his parents requested to withdraw him.

Students not members of the Senior or Junior classes, wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds. If any student persists in using it elsewhere, his standing thereby will be lowered and so entered upon his record.

During the Christmas and Easter vacations no meals will be served at the College and all rooms must be vacated.

EXPENSES

The amounts given below cover the board, room rent, laundry, tuition, registration fee, athletic fee, library fee and lecture fee for the entire academic year of nine months.

Boys living in Cox Hall	$345.00
Girls living on second floor Founders Hall	335.00
Girls living on third floor Founders Hall	325.00
Girls living in New Garden Hall, not including laundry (estimated)	210.00
Boys rooming in Archdale Hall (estimated)	270.00
Boys who are day students	98.00
Girls who are day students	95.00

Students who study Biology, Chemistry, Geology, Physics or Surveying will be charged laboratory fees and those studying Home Economics and Music pay fees in addition to the amounts given above. For these charges see the following pages.

College students taking more than 18 hours of work and preparatory students taking more than 20 hours must pay $2.00 extra for each additional hour.

A deposit fee of $2.00 for women and $5.00 for men is required. After all unnecessary damages are assessed the remainder is returned at the end of the year.

A graduation fee of $10.00 is charged at the end of the college course.

The matron of the College looks after cases of slight illness, but in cases requiring a physician the student is charged for medical attention and nursing.

Thirty per cent of the total charges for the year are due at the beginning of the year, September 13th; 20 per cent on November 16th; 30 per cent at the beginning of the second half year, January 30th, and 20 per cent on March 25th. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

Except in special cases, no reduction is made for students who enter college late. No reduction for a fraction of a week will be made.

Laboratory Fees

Laboratory fees not included in the foregoing statements are as follows:

Chemistry A or VI	$ 5.00
Other courses in Chemistry	15.00
Biology	8.00
Geology	4.00
Surveying	1.00
Physics	10.00
Preparatory Science	3.00
Home Economics (8 hours' work)	25.00

Cost of Instruction in Music

Piano, two lessons per week	$60.00
Vocal lessons, two lessons per week	60.00
One lesson a week, in Piano	36.00
Use of Piano for practice, one period daily	10.00
Each additional period	6.00
Certificate for graduation in Music	5.00

Day students taking music only will be charged $75.00 a year.

Students living in the dormitories must take at least one college subject in addition to their music.

Music students who take but one college subject will be charged $45.00 less than the sum of the amount for music and the other college subjects. Music students who take two college subjects will be charged $15.00 less than the total amount for music and other college subjects.

New Garden Hall for Young Women

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about $8.00 or $9.00 per month for each girl. Girls in this Hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $18.00 per year.

Archdale Hall for Young Men

Young men are admitted to this Hall on the following terms: Each one agrees to perform his allotted part in the duties of caring for the building and preparing and serving the meals and to pay to the matron in charge the estimated cost of board in advance. In this way it is possible to furnish board at about $10.00 or $11.00 per month.

Loan Funds

The College is in possession of several funds, the income from which is loaned deserving students. Students who use these funds sign a note which does not bear interest until date of leaving college. The signature of some other responsible person is required. Three of these funds are: The Miles White Beneficial Society Loan Fund, The Philadelphia Fund, and the Richardson Fund, the combined income from which is about $1,200.00 annually. The College Loan Fund consists of the gradual accumulation from payments of former loans. A loan fund has also been created by the Alumni Association.

Ministerial Students

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to

a mission field. Otherwise the note will be in full force and will draw interest.

Self-Help

Guilford offers many opportunities for self-help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money. Some students secure positions as waiters or janitors, while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

Rooms

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before May 15th. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. Every student must make his bed and put his room in order before 10 o'clock each morning. All rooms will be inspected periodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candlepower than 25-watt Mazda.

GENERAL INFORMATION

Students are met at the Guilford College station, on the railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station a moderate charge will be made to students, members of the faculty, or visitors.

On arriving at the College at the beginning of the term, young men should go to the governor's office in the center section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the governess at Founders Hall or the matron at New Garden. Students should then go to the President's office in Memorial Hall and be properly registered and to the Dean's office to be classified.

The next step is to go to the Treasurer's office. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the treasurer, thus indicating that satisfactory financial arrangements have been made.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing sent to the laundry must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College post office is "Guilford College, North Carolina," and all mail should be so addressed.

DEGREES, PRIZES AND HONORS
1919-1920

Degrees

The following degrees were conferred on commencement day, June 1st, 1920:

BACHELOR OF ARTS

Luby Randolph Casey
Alma Chilton
Elsie May Clegg
Melinnie Thelma Cloud
Genevieve Lindley
Hugh Watson Moore
Donna Alice McBane
David Jordan White

BACHELOR OF SCIENCE

Daniel Shields Cameron
Katherine Campbell
Mary Eleanora Coble
Norman Albright Fox
Anna Maie Henley
Richard Arthur Lineberry
Frances Willard Moore
Frances Willard McCracken
Vanner Neece

Scholarships and Prizes

Bryn Mawr Scholarship Genevieve Lindley
Haverford Scholarship Luby R. Casey
Marvin Hardin Scholarship Blanche Lindley
Websterian Orator's Prize Hampton Price
Henry Clay Orator's Prize Edward Hollady
Philomathean Orator's Prize Dovie Hayworth
Zatasian Orator's Prize Hazel Richardson
Websterian Improvement Prize Samuel R. Harris
Henry Clay Improvement Prize Bryce Holt
Philomathean Improvement Prize Ethyle Venable
Zatasian Improvement Prize Louise Winchester
Freshman Declamation Prize Ruth Reynolds

Honors

Freshman Honors Ruth Reynolds
Highest Honors Elsie Clegg

STUDENTS

GRADUATE STUDENT

Knight, Louetta Ellen Guilford College, N. C.

SENIORS

Bulla, Frances Willard Randleman, N. C.
Bulla, Robert Chapman Randleman, N. C.
Coble, Madge Albright Liberty, N. C.
Cox, Myrtle Roella Climax, N. C.
Dixon, Mary Elkin, N. C.
Farlow, Clara Barton Guilford College, N. C.
Hayworth, Dovie Hepler High Point, N. C.
Hollady, Edward Lewis Greensboro, N. C.
Martin, Florence Nightingale East Bend, N. C.
McCracken, Ada Lea Guilford, N. C.
Newlin, Algia Innman Snow Camp, N. C.
Raiford, Herman Clyde Ivor, Va.
Raiford, Okie Irene Ivor, Va.
Stewart, Esther Thomas Laurinburg, N. C.
Stone, Grace Elizabeth Thomasville, N. C.
Tremain, Lindley Ernest Brown Summit, N. C.
Tremain, Rawleigh Lewis Brown Summit, N. C.
White, Berry Lee Belvidere, N. C.
Williams, Marjorie Guilford College, N. C.

JUNIORS

Brown, Annie Estelle Woodland, N. C.
Farlow, Ralph Kelsey Guilford College, N. C.
Hodgin, Sydnor Gladstone Winston-Salem, N. C.
Hollady, Everette Lewis Guilford College, N. C.
Lindley, Mary Blanche Snow Camp, N. C.
McBane, Henry Grady Saxapahaw, N. C.
Newlin, James Curtis Saxapahaw, N. C.
Outland, Ruth Evangeline Woodland, N. C.
Pancoast, R. Isabel Purcellville, Va.
Raiford, Margaret Edna Ivor, Va.
Teague, Eurie Ellen Liberty, N. C.

Ward, Mabel Cornell Rich Square, N. C.
White, Fernando Murray Belvidere, N. C.
White, James Hugh Belvidere, N. C.
White, Marianna High Point, N. C.
Williams, Lyle Lyndon East Bend, N. C.
Yates, Elizabeth Winston Guilford, N. C.
Zachary, Alta Cora Graham, N. C.

SOPHOMORES

Allen, Nellie Frances Snow Camp, N. C.
Bostick, Helen Worth Worthville, N. C.
Carroll, Nell Pemberton Mizpah, N. C.
Cox, Florence Talitha Goldsboro, N. C.
Cox, William Thomas Goldsboro, N. C.
Crews, C. A. Dewey Walkertown, N. C.
Cude, Elizabeth Stanley Winston-Salem, N. C.
Ellington, Jamesina Mechanic, N. C.
Farlow, Elbert Wray High Point, N. C.
Farlow, Vera Gertrude High Point, N. C.
Griffin, Mary Ellen Woodland, N. C.
Henley, Clara Barton Taylorsville, N. C.
Johnson, Hattie Allene Siler City, N. C.
Lassiter, Henrietta Mechanic, N. C.
Merriman, Charles Benbow Oak Ridge, N. C.
McCracken, Zola Elizabeth Guilford College, N. C.
Pearson, Ruth Hazel Dudley, N. C.
Rabey, Lois Marie Suffolk, Va.
Reynolds, Elma Ruth Randleman, N. C.
Richardson, Hazel Estelle Randleman, N. C.
Robertson, Helen Frances Guilford, N. C.
Robertson, Mabel Delphina Guilford, N. C.
Rush, Alta Gertrude Guilford College, N. C.
Stanfield, Andrew Clephus Brown Summit, N. C.
Taylor, James Spottiswood, Jr. Danbury, N. C.
White, Esther Katherine Guilford College, N. C.
Winchester, Louise Maud Summerfield, N. C.
Wolff, William A. Greensboro, N. C.

FRESHMEN

Alexander, Jed Dublin, Ga.
Allred, David Edgar, Jr. Greensboro, N. C.

Andrews, Herbert Lee Archdale, N. C.
Beaman, Marie Ruth Troy, N. C.
Blair, William Wesley Greensboro, N. C.
Brogden, Ila Maie Goldsboro, N. C.
Brooks, Elizabeth Hanner Mount Vernon Springs, N. C.
Bundy, Ruby Gertrude Jamestown, N. C.
Cannon, John Webb Guilford College, N. C.
Casstevens, Minnie Yadkinville, N. C.
Chilton, Emma Alice Ararat, N. C.
Clegg, Kenneth Key Guilford College, N. C.
Clodfelter, Shelley L. High Point, N. C.
Cox, Carl Anthony Climax, N. C.
Cummings, Robert Earle Stokesdale, N. C.
Farlow, Zelma Leah Guilford College, N. C.
Finch, Mary Ruth Guilford College, N. C.
Fitch, Henry Clyde Yanceyville, N. C.
Goldston, Nell Goldston, N. C.
Greene, Eula Brown Summit, N. C.
Harris, Samuel Parkin Thomasville, N. C.
Harris, H. LeRoy Greenville, N. C.
Hart, Bertha Susan Ayden, N. C.
Hayworth, Robert Vinton Jamestown, N. C.
Hendren, Mary Elizabeth Elkin, N. C.
Holder, Eva Gertrude Tobaccoville, N. C.
Hoover, Emma Leigh Thomasville, N. C.
Johnson, Helen Orval Thomasville, N. C.
Johnson, James Pope Madison, N. C.
Jones, Blanche Mae Guilford College, N. C.
Jones, Nell Mae Walnut Cove, N. C.
Kanoy, Clara Edna Biscoe, N. C.
Kurfees, Irma Germanton, N. C.
Lassiter, Robert Glenn Mechanic, N. C.
Lemons, Martha Grace Troy, N. C.
Lewey, Dura Anne Summerfield, N. C.
Mackie, Thad Hinshaw Guilford College, N. C.
Macon, Hersal Luther Climax, N. C.
Marshall, Annie Rooney Westfield, N. C.
Marshall, Robert Kossuth High Point, N. C.
Motley, Sara Hope Danville, Va.
McBane, Thomas Everette Graham, N. C.
McGee, Frank Germanton, N. C.

Norman, Carrie Longene Cameron, N. C.
Norman, Loula Atha East Bend, N. C.
Osborne, Virginia Pleasant Garden, N. C.
Paul, Ophelia Elkin, N. C.
Perry, Pearl Maie Thomasville, N. C.
Poindexter, Hattie East Bend, N. C.
Ragsdale, John Oneill Madison, N. C.
Ragsdale, Ruth Madison, N. C.
Shore, Henry Bascom East Bend, N. C.
Slate, Austin T. Mizpah, N. C.
Smith, Charles Dan Greensboro, N. C.
Smith, Jeremiah Addison Greensboro, N. C.
Stewart, Nellie Greensboro, N. C.
Stout, Chalmers Otis Siler City, N. C.
Taylor, Nellie Luna Danbury, N. C.
Thomas, Jewel Salemburg, N. C.
Thompson, Isla Willis Whitsett, N. C.
Tuttle, Ghita Rural Hall, N. C.
Tyson, Marie Harris Mebane, N. C.
Wall, Charles Thomas Rural Hall, N. C.
Ward, Julia Marion Rich Square, N. C.
Ward, Mattie Seven Springs, N. C.
Watkins, Ethel Lenore Wadeville, N. C.
White, Allison Almon Belvidere, N. C.
White, Myrta Elizabeth Belvidere, N. C.
White, Nettie Salemburg, N. C.
White, Paul Jay Belvidere, N. C.
White, Sylvia Anna Belvidere, N. C.
Williams, Mattie Lou Belvidere, N. C.
Winslow, Elbert Worth Belvidere, N. C.
Winslow, Lindsey Clifton Belvidere, N. C.
Winslow, Linwood Clinton Belvidere, N. C.
Winslow, Nettie Lee Elizabeth Belvidere, N. C.

SPECIAL STUDENTS

Doughton, Joseph Edwards Guilford College, N. C.
Edwards, Herman Guilford College, N. C.
Frazier, John Gurney Guilford College, N. C.
Lindley, Ruth Guilford College, N. C.
Mackie, Florence Christine Guilford College, N. C.
Stout, Stephen Washington Asheboro, N. C.
Zachary, Jonathan Thompson Graham, N. C.

PREPARATORY DEPARTMENT

Alexander, Lloyd David Dublin, Ga.
Allen, Beulah Oyama Atlanta, Ga.
Baise, Esther Virginia Pelham, N. C.
Been, Edna Mae East Bend, N. C.
Bennett, Mary Annie Stokesdale, N. C.
Blackburn, Herman E. Kernersville, N. C.
Cardwell, Lucile Madison, N. C.
Cardwell, Louise Madison, N. C.
Casey, Jessie Frank Goldsboro, N. C.
Chilton, Pearl Anna Ararat, N. C.
Coble Edna Maude Guilford College, N. C.
Cooper, Vera Myrtle Pelham, N. C.
Dixon, William J. Greensboro, N. C.
Dorrity, Henry Ladson Goldsboro, N. C.
Doughton, George Edwards Guilford College, N. C.
Edgerton, La Mont Laget Goldsboro, N. C.
Fishel, William Jacob McLeansville, N. C.
Foster, Cecil Lee Cooleemee, N. C.
Frazier, John Wesley Liberty, N. C.
Garner, Frances Waynesville, N. C.
Gloff, Stewart Austin Thomasville, N. C.
Gragg, Gilbert Hilton Winston-Salem, N. C.
Gray, Robert Ernest Greensboro, N. C.
Hadley, Lillian Helena Rochester, N. Y.
Hall, Bettie Eleanor Rose Hill, N. C.
Hall, Henry Herring Rose Hill, N. C.
Hayworth, Orvie William McKinley High Point, N. C.
Henley, Mary Evelyn Taylorsville, N. C.
Hodges, Ruth Click Mocksville, N. C.
Hodges, Sara Rebecca Mocksville, N. C.
Hollady, Era Margaret Greensboro, N. C.
Hutchens, Minnie Lee East Bend, N. C.
Johnson, Eleanor May Sophia, N. C.
Johnson, Etta Gertrude Kinston, N. C.
Jordan, Violet Elizabeth Madison, N. C.
Joyce, James Brantley Danbury, N. C.
Keeter, Maude Evelyn Woodrow, N. C.
King, Blanche Troy, N. C.
Kinney, George Theodore Burlington, N. C.

Knight, Paul Gilmer Stokesdale, N. C.
Lambeth, Katie Guilford College, N. C.
Lassiter, Mary Bird Goldsboro, N. C.
Lassiter, Robert Goldsboro, N. C.
Lindley, Francis Henley Guilford College, N. C.
Lowe, Alice Ione Asheboro, N. C.
Matthews, Gholar Herman East Bend, N. C.
Medlin, Marion Butler Raleigh, N. C.
Merriman, Lloyd Ella Oak Ridge, N. C.
Mitchell, Joseph Franklin Reidsville, N. C.
Mitchell, Roy Robert Burlington, N. C.
McAdoo, John Brantley Charlotte, N. C.
McCracken, Louise Elizabeth Guilford College, N. C.
McCracken, Raymond Guilford College, N. C.
McDaniel, James Allen Asheboro, N. C.
Nantz, William Graham Greensboro, N. C.
Neal, Falsom Belew Creek, N. C.
Norman, Beulah Lee East Bend, N. C.
Norman, Harry Lee Pomona, N. C.
Odom, Laurin N. Darlington, S. C.
Parks, Clarence Preston Goldsboro, N. C.
Penny, James Cicero, Jr. Greensboro, N. C.
Pringle, Alonzo Josephene Guilford College, N. C.
Pringle, Martha Guilford College, N. C.
Pugh, Myrtle Ulalah Asheboro, N. C.
Purvis, Rufus Curtis McConnell, N. C.
Reynolds, Florence Edith Guilford College, N. C.
Robertson, Blanche Guilford, N. C.
Rolison, Charles Rouse Bayboro, N. C.
Shaver, Eugene Winston-Salem, N. C.
Shore, B. Clyde Yadkinville, N. C.
Shore, John Herman Boonville, N. C.
Shore, Marvin H. Yadkinville, N. C.
Shore, Nova Emma Yadkinville, N. C.
Shutt, George Henry Clay, Jr. Advance, N. C.
Smith, Gertrude Walker Hendersonville, N. C.
Smith, Kate Hall Hendersonville, N. C.
Smithdeal, Grace Elizabeth Advance, N. C.
Staley, Fairy Climax, N. C.
Sutton, Curtis W. La Grange, N. C.
Tate, Murray Evans Mebane, N. C.
Tatum, Joseph Myron Olin, N. C.

Thompson, Alfred Wade Denton, N. C.
Thompson, Blake Thornton Whitsett, N. C.
Thorp, Harold Guilford College, N. C.
Vuncannon, Flay Asheboro, N. C.
Williams, Russell Conwell Guilford College, N. C.
Willis, Rosa Mae Davis, N. C.
Winn, Fred C. Columbus, Ga.
Zachary, James Walter Cooleemee, N. C.
Zachary, John Wilson Yadkinville, N. C.
Zachary, Thomas M. Cooleemee, N. C.

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Officers and Committees of the Alumni Association for 1921-1922

OFFICERS

President J. O'Neal Ragsdale
Vice-President Henry Davis
Secretary Rhesa L. Newlin

COMMITTEES

Committee to Represent the Alumni Association in Matters of College Policy and Endowment—S. Addison Hodgin, Chairman; Virginia Ragsdale, Dudley D. Carroll.

Executive Committee—R. J. M. Hobbs, Chairman, term expires 1922; Mary M. Petty, term expires 1923; A. K. Moore, term expires 1923; L. Lea White, term expires 1924; Hardy Carroll, term expires 1924.

Trustees of Loan Fund—Laura D. Worth, Chairman, term expires 1923; J. Waldo Woody, term expires 1922.

Literary Committee—A. W. Hobbs, Chairman; Emma King, Mary Ina Shamburger.

Athletic Committee—L. Lea White, Chairman; E. H. McBane, E. G. Shore, W. G. Lindsay, A. I. Newlin.

Campus Committee—Henry Davis, Chairman; Mary E. M. Davis, R. J. M. Hobbs.

Reception Committee—Laura D. Worth, Chairman; Ruth Coble, David J. White.

Christian Work Committee—Clara I. Cox, Chairman; Ida E. Millis.

Publicity Committee—D. D. Carroll, Chairman; E. J. Coltrane, Herbert Howard.

Life Membership Committee—W. P. Henly, Chairman; Henry A. White, Hal Lassiter.

Minutes of May Meeting

The Alumni Association of Guilford College met in regular session in the Henry Clay Hall at seven o'clock, May thirtieth. The meeting was called to order by President A. W. Hobbs.

The minutes of the previous meeting were read and approved. Then the reports of the officers and committees were called for in the following order:

REPORT OF THE PRESIDENT

The past three years have been very critical years for Guilford College. Too few of the alumni and other friends of the College realize just how critical these years have been. While the crisis is by no means past, there are some signs which seem to me to point towards a brighter future. Nearly all denominational colleges have been in the throes of financial difficulties during the past few years, so ours is not merely a local disorder.

Guilford has some very strong friends in places where it is little suspected, and if we can give assurances that we are out to help ourselves as much as possible first, before asking help from others, and that the ideal of thoroughness in a limited field is permanent, with no tendency towards spreading out in an attempt to cover everything in a superficial way we can be sure that our efforts will not be in vain.

There is great necessity in North Carolina for first-class colleges run by the denominations. Those in charge of state education are well aware of this fact. There is absolutely no conflict between state education and the church schools, unless we take the ground that education is a church affair and not the state's business at all, a position with which very few Americans would care to be identified. If the phrase "Christian Education" is used, as I think it sometimes is, to cast reflection upon the state schools, then it is a very unchristian attitude to tolerate its use.

Taxation for purposes of education is a democratic principle based upon justice and righteousness and any attempt to cause dissension between the two classes of educational endeavor is thoroughly wrong in principle. In order, however, that our system may not fall a prey to designers and demagogues we must have both, and both must work for the same end. This kind of argument convinces me that there is a place for Guilford in North Carolina, a place which can be filled by no other institution. To measure up the responsibility imposed upon us by the necessity of filling the place is the real crux of the matter. The other denominations are out for millions for their colleges, and those millions are coming in. The state as a political body seems bent upon putting enough money into public education to make it a success. Friends, who we can say without boasting have been always in the forefront in the struggle for education, seem to be, temporarily we hope, in a state of doubt and indecision about the ideals upon which their faith is founded. They must arouse themselves from any such condition as this, if it is true that they are in it, and put enough money into this college to make it second to none in the state in the work it pretends to do. This is not too much to hope for. The physical possibility is here. The location could not well be improved upon; near the center of the state, in one of the best counties, and within easy reach of one of the best cities, no better situation could be desired. Free to carry out the best ideals of education unhampered by any notions of temporary expediency, Guilford could so easily be made into one of the very best of southern colleges that some of us get impatient at times with the slowness of advance towards an adequate endowment which is the one and only way this hope can be realized.

Let me in a few words mention some of the needs of the college in which the alumni should take active interest. The Preparatory Department must be entirely separated from the college in order that Guilford may be a real college and be so considered in the educational world. This step should be possible in the very near future. The creation of a strong high school in the community could meet most of the needs at present. The time has come when we must maintain a faculty of true college grade in order to attract our share of the young people who are prepared to enter the Freshman Class.

Of course Guilford College belongs to Friends, but contrary to the popular conception, there is nothing monastic in the religion of these people. Their founders and leaders throughout their history have mixed with the crowd in the market places of the world fully aware of the forces and passions which sway men. They knew what was going on in the world, and did not flinch from the bitter struggle of the reformer who sees injustice, abuse of power, respect of persons, greed and dishonesty apparently winning out in many departments of our complex social order. Instead of closing the doors then and thanking the Lord that we are not as other men and contemplating our own blessed state, we must find some means of making students intellectually conscious of the world and their place in it. This is the biggest part of the intellectual side of a college like Guilford, and it is no easy task. There are so many little foolish distractions in nearly all colleges which so sap the thought of the students that only the exceptional ones get very much worth while from their college careers. Competitive athletics is thrown so entirely out of perspective that many students think of little else in any serious manner, while others so magnify the importance of small social affairs that they have little time or inclination for even a near approach to any maturity of thinking. We do not discount athletics nor social activities in any sense, but wish to see them put where they belong, in second and third places. Athletic training must be compulsory for all students, carried out in a thoroughly scientific manner, and it is a great pleasure to me to know that this has been carried out for the past year at Guilford to a very marked extent. A second athletic field situated where the cattle barn now stands is greatly to be desired and we certainly hope that no plans will be made to the view of making that site permanent for the barns. With very little expense that place could be turned into the most attractive athletic field in this part of the country.

We hope that in a very short time the money matters of the college can be arranged so that a definite program of campus improvement can be worked out. While as a whole the campus is very attractive, it will not bear very close inspection. The ground west of the Library and Memorial Hall is in very bad condition as it has always been, and since that

is the side of the campus seen by the general public more than any other, we think it should receive immediate attention.

I want to take this opportunity to express our appreciation of the untiring efforts of President Binford during these very trying years. His task is one of unrelenting difficulty, and a man of less steadfastness of character and purpose might easily have given up the fight. It seems to me that the outlook at the present time justifies a certain amount of optimism and that we can now begin to look towards the internal development of the college with some degree of confidence that the financial situation is on the road towards a solution provided that we all work together for that end with renewed vigor born of the conviction that success is within our control.

Respectfully submitted,
A. W. Hobbs, President.

REPORT OF EXECUTIVE COMMITTEE

The following were nominated by the Executive Committee on March 3rd for the various offices: President, J. O'Neal Ragsdale, J. Hoge Ricks; Vice-President, Henry Davis, Homer Ragan; Executive Committee, Leroy Miller, L. Lea White, Emma King, Hardy Carroll; Permanent Secretary, Rhesa L. Newlin, John Henry Beeson; Trustee of Loan Fund, Laura D. Worth, Era Lasley; Alumni Trustee, the Executive Committee voted unanimously to recommend the name of Dudley D. Carroll for re-election.

The result of the election is as follows: President, J. O'Neal Ragsdale; Vice-President, Henry Davis; Secretary, Rhesa L. Newlin; Members of Executive Committee, L. Lea White and Hardy Carroll; Member of Board of Trustees, Dudley D. Carroll; Trustee of Loan Fund, Laura D. Worth.

The Old Students Association wants to present the sum of $250 as a start toward an endowment of a Chair of English. The Executive Committee recommends the undertaking.

R. J. M. Hobbs,
L. Lea White,
Mary M. Petty,
Committee.

REPORT OF COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

Your committee on college policy and endowment have kept in touch with the general trend of the development and policy of the present administration of the college and wish to report that we are in hearty accord with President Binford 's ideals for the college and his efforts to attain them. Necessarily the work of putting the institution on an adequate basis financially will take time and sacrifice and we urge each member of our association who has imbibed the genuine influence of Guilford to be ready to stand by whenever opportunity offers.

We regret to report that the effort to secure more alumni as members of the faculty has not met with the success we had hoped for. We have assurance from President Binford, however, that the importance of this problem will be constantly kept in mind in the future development of the faculty.

We would suggest that our successors be authorized to request at least one joint meeting annually with the faculty of the college and the Board of Trustees in order that they may more intelligently interpret the mutual interests of all the bodies which have the welfare of the college at heart.

Respectfully submitted for the committee.

S. A. Hodgin, '91, Chairman.

REPORT OF ATHLETIC COMMITTEE

Tthe Athletic Committee beg leave to submit the following brief report covering in a general way the athletic activities of the college for the school year 1920-1921:

In accord with the policy of the Alumni Association, expressed in open meeting last year, the chairman of this committee, acting in the capacity of graduate manager, sent out to alumni and old students a circular letter calling attention to the fact that the Association had gone on record as favoring some sort of supervised recreation for all students in attendance at Guilford. Attention was likewise called to the fact that to make effective a scheme of general athletics it would be necessary to have both the moral and financial support of this Association. At the same time a plan was sub-

mitted whereby alumni and old students might become associate members of the Athletic Association by paying a fee of two dollars or as much as they wished to contribute. The plan provided that associate members were to be issued season tickets for home games and were to be accorded all the privileges of active members except the right to vote in meetings of the Athletic Association. This scheme met with the hearty support of friends of athletics and the sum of one hundred and eighty-two dollars ($182.00) was raised from this source. The money has been disbursed by the graduate manager and none of the funds so raised has been used to cover delinquencies of team managers, but has been applied to the purchase of supplies necessary to the maintenance and equipment of the several athletic activities of the college. (A detailed statement of the disbursement of this fund is appended as a supplement to this report.)

The Association will be glad to know that the college has adopted the policy of requiring all students to engage in some sort of recreational activity. In order to more effectively carry into effect this idea Miss Mildred Crabb was secured to supervise the recreational and athletic enterprises of the young women students of the college. The success of the undertaking among the young ladies has in a very large measure been due to her untiring efforts. One hundred hours of recognized exercise is now required of each girl matriculating and credit for performance is recorded in the same manner as credit for class work. Cuts are given for failure to comply with requirements.

A similar scheme has been devised for boys. A hundred hours for the year must be offered as a regularly constituted feature of each student's course. Three hours are required each week in order to distribute the work evenly over the year. Coach Doak and the Faculty Committee of the College have handled the situation for the boys. Each boy has been required to enroll for some specific form of exercise among the activities offered. Foot ball, basket ball, tennis, base ball, track, and volley ball have met with popular demand. A basket ball league was formed for the winter months which gave each man an opportunity to get his required exercise when outdoor activities were impossible. It is proposed to add soccer to the list another year. The student body has

taken a very generous attitude toward the enforcement of this policy and very litle friction or disposition to grumble has been noted. In fact we feel that it has met with the general approval of the student body.

Many of the problems of discipline have been automatically solved by employment of leisure hours in recreational activities. Systematic and organized supervision of recreation we think has had an altogether wholesome influence on the student life of the College. A continuance of the policy should be attended with even better results another year.

A brief review of inter-college athletic activities may not be out of place in this report. From the standpoint of games won the season has not been altogether as successul as we might have hoped. However, we do not consider it a disastrous record. In foot ball we played six games, winning two, tying one and losing three. Considering the handicap of a small student body of boys from which to select material for a foot ball team we believe that Coach Doak is to be congratulated on the splendid showing made.

In tennis we lost to the experienced team of Trinity College. Guilford entered a team in the state-wide tournament held in Greensboro in the early part of May and made a creditable record considering the inexperience of her contestants. Elon and Lenoir were both defeated and Guilford played well against Trinity and the University of North Carolina. It is expected that Guilford will take care of herself in this sport another year, as a number of the boys playing are fast becoming seasoned players.

In basket ball the team met with disasters of one sort and another which made is necessary to send in new men in every game. However, the record was far from bad. Thirteen games were played altogether—five won, eight lost and four of the eight were played with professional Y. M. C. A. teams built up of seasoned ex-college men. We feel that a record of five college games won and five lost was not discreditable.

The base ball team was really one of the strong teams of the state, though the record might not indicate it. While only four games were won, a thirteen inning tie game and two one to nothing games with exceptionally strong teams is not bad. The Virginia trip was not particularly success-

ful, as most of the six games were played in mud, while foot ball weather prevailed throughout the week. The prospects for another year are exceedingly encouraging. We shall probably lose but one man—veteran third baseman, A. I. Newlin, who has played in every college game scheduled except one for the past four years.

The committee wish especially to commend the excellent spirit and sportsmanlike conduct of members of all the athletic teams representing Guilford during the past year. The personnel of each team has been made up of the very finest type of college students. In this particular Guilford has been a real winner.

A new constitution was adopted by the Athletic Association at the close of the year which will mean much toward putting athletics on a solid basis. This constitution makes provision for a faculty manager of athletics who shall have general supervision over all athletic activities of the college. All expenditures and purchases shall have the sanction of the faculty manager and all games shall be scheduled by the team manager under the direction of the faculty manager. The treasurer of the college is made treasurer of the Athletic Association and shall handle all funds normally handled by the association treasurer. This seems to be a decided advance and should show results another year.

The financial situation of the association at the beginning of the year was rather critical. A debt of seven or eight hundred dollars and supply accounts, together with a loss of two hundred dollars on the Roanoke foot ball game at High Point, carried the total amount for the year to well over twelve hundred dollars. The season closes with less than a three hundred dollar deficit. We consider the situation very favorable for the coming season.

It is hoped that we may be able to maintain the high standard of previous years in the athletic life of the college and urge the co-operation and support of the Alumni Association to that end.

Respectfully submitted,
L. Lea White, Chairman.

FINANCIAL REPORT OF THE ATHLETIC COMMITTEE

Received from fees and contributions$182.00

Disbursements

Aug. 20.	Letterheads (circular letter)	$ 5.00
Aug. 20.	Stamped envelopes	1.00
Sept. 8.	Stamped envelopes	1.00
Oct. 4.	Stamped envelopes	1.15
Oct. 15.	H. L. Cannon, wire for backstops	5.40
Dec. 6.	Wilson & Co., foot ball supplies	100.00
Jan. 6.	Interest note (foot ball)	1.00
Feb. 10.	Interest note (foot ball)	1.00
April 20.	Tennis courts	9.34
April 23.	Cartridges (track meet)	.55
April 23.	Tape line (track meet)	3.50
April 23.	Transportation hurdles	3.00
April 25.	Tennis tournament	20.00
May 20.	Odell, on supply account	30.00
Total expenditures		$181.94
Cash on hand May 28, 1921		.06
		$182.00

L. Lea White,
Chairman of Committee.

Audited and found correct:

Henry Davis,
R. S. Doak,
Committee.

REPORT OF CAMPUS COMMITTEE

During the past year some work has been done on the campus that we feel is worthy of mentioning, although the committee has not been responsible for this work. The gate at the entrance to the grounds has been torn down and partially rebuilt. It should have been completed before this time, but it was rather difficult to get the right kind of brick at the last. We are assured that it will be completed in a short time.

It is of special interest to know that the campus was thoroughly cleaned this spring by the students, who volunteered to do this work, and we commend them for their good spirit.

Paul Lindley has agreed to prune the shrubbery around the buildings immediately after commencement. In the near future we hope to see the telephone poles leading up from the gateway moved to a less conspicuous place. Also we notice that some trees need to be planted to take the places of those that have died recently, and we believe that this needed work will be accomplished in a short time.

Henry Davis,
Chairman of Committee.

REPORT OF LIFE MEMBERSHIP COMMITTEE

The Life Membership Committee has been unable to hold a meeting during the year, but we learned from the Acting Secretary that H. A. Carrill, J. H. Beeson, Hal Lassiter, and Herbert Howard have paid their membership fees. We have the names of D. Ralph Parker, Joseph D. Cox, A. Wilson Hobbs, W. E. Blair, and David J. White, who have pledged themselves to take out life membership. We trust that many others will help out by paying their life fees before another annual meeting.

W. P. Henley,
For the Committee.

REPORT OF CHRISTIAN WORK COMMITTEE

During the past year we have been informed by reports in the Guilfordian of the excellent work of the two Christian Associations of which a large percentage of the student body are members. Those of us who have had the privilege of mingling with the students occasionally realize that the entire college community has been benefited by the efforts of these young men and women. The students express appreciation of the assistance of the members of the faculty who have supported the work in many ways.

In February Clarence E. Pickett, of Richmond, Ind., Samuel Haworth, of High Point, and Kirby Bowen, of Greensboro, held a series of helpful services and conferences with the students.

The new Department of Religious Education, under the leadership of Robert Dann, has given added opportunities for training. This department includes courses in Bible School Methods and Teacher Training, Mission Study and Quaker Church History.

The Sunday morning service in Memorial Hall has taken the form of a Bible School which is conducted by the students themselves.

Another thing which deserves special mention is the active part which the dormitory students have taken in the local Christian Endeavor Society. Their attendance and assistance have been helpful to the young people in the community and are greatly appreciated.

We feel that the work of the students along these lines should receive the unanimous support of the members of the Alumni Association.

Ida E. Millis, '03,
For Committee.

REPORT OF ALUMNI LOAN FUND BOARD

Owing to our failure to make a written report last year this report covers 1919-20 and 1920-21. During this time two loans have been made to Seniors and one to a Junior, and two loans have been cancelled.

Receipts

8-7-19.	Received of Amanda (Richardson) Mattocks payment in full on note	$ 88.30
5-20-21.	Received of Addie Morris payment in full on note	56.50
5-30-21.	Interest on notes payable	43.65

Disbursements

9-19-19.	Paid loan to Dovie Hayworth	$ 65.00
12-1-19.	Paid loan to Donna McBane	75.00
1-25-20.	Paid loan to Donna McBane	25.00
9-28-20.	Paid loan to Dovie Hayworth	65.00
	Loan during two years	$230.00
6-1-21.	Notes payable	$660.00
6-1-21.	Cash bal. dep. in Sav. Dept. Am. Ex. Nat. Bk.	380.96

Laura D. Worth,
Treasurer of Committee.

REPORT OF RECEPTION COMMITTEE

Your committee begs leave to report they arranged for a reception on Monday evening, May 30th, to be held in the Library, and submits an expense account of $19.15 for same.

Laura D. Worth, Chairman.

TREASURER'S REPORT

May 29, 1920. Cash on hand	$ 16.05
May 29, 1920. Deposited in First National Bank, Roanoke Rapids	245.00
May 28, 1921. Accrued Interest	4.63
June 7, 1920. Paid Miss Alma Crutchfield for Alumni reception	15.86
June 10, 1920. Paid W. H. Fisher Co., printing letters, ballots, etc.	20.50
June 30, 1920. Paid W. H. Fisher Co., for Guilfordian	100.00
Amount on hand May 28, 1921	$129.32

E. J. Coltrane, Ex-Treasurer.

REPORT OF THE TREASURER OF THE GUILFORD COLLEGE ALUMNI ASSOCIATION

Receipts

Fees collected	$213.00
H. A. Carroll, Life Membership fee	25.00
J. H. Beeson, Life Membership fee	25.00
Hal Lassiter, Life Membership fee	25.00
Herbert Howard, Life Membership fee	25.00

Expenses

May 2.	Jos. J. Stone & Co.	$ 32.88
May 2.	Postage	8.60
May 6.	Trip to Greensboro for ballots	1.00
May 6.	Expense of mailing letters	2.00
May 20.	Postage for second letter	5.00
May 20.	Paper for second letter	3.00
May 28.	Reception Committee	2.80
May 28.	Bad check	2.00
May 31.	Reception Committee	16.35
	Total	$ 73.63
May 28.	Cash in bank	239.37
		$313.00

Respectfully submitted,
Rhesa L. Newlin.

Audited and found correct:
Henry Davis,
R. S. Doak,
Committee.

Combining the report of the ex-treasurer and the treasurer there is on hand:

Ex-treasurer's report	$129.32
Treasurer's report	239.37
Total	$368.69

After the reports of the officers and committees were read, considerable time was devoted to the matter of the alumni co-operating with the Guilford students in various centers, looking towards the organizing of local chapters of the association. A general plan of organization was presented by the secretary. Then two students, Spot Taylor and Edna Raiford, spoke interestingly and briefly to the association soliciting the co-operation of the alumni in this work. The association appreciated very much the fine spirit

shown by these students, for it realized very fully that they were speaking the sentiment of the student body. The association feels very grateful to the students for their efforts along this line, and by a rising vote extended to them their sincere thanks.

The following points were discussed by the association and approved unanimously:

1. The organization should be a simple one, having only a president and secretary.
2. The local groups should have a meeting at least once a year.
3. There will be a Guilford Day some time during the year. The date will be determined later.
4. Each year the faculty will give a banquet in honor of the students. The date of this banquet will be just after the Guilford Day, and each local group will be requested to send a representative to it or a letter of greetings.
5. The alumni secretary and the faculty will send out a general theme to be discussed on Guilford Day, and the secretary will inform you of the date.
6. High school students should be invited to attend the meetings of each local group.
7. Students and members of the faculty should be encouraged to attend the meetings of the local groups.

The plan is to place the responsibility of organizing a local group upon a local committee of two, and in most cases the committee is composed of volunteers.

W. E. Blair, a member of the board of trustees, discussed the financial condition of the College and as an introduction to his remarks he read the following appeal written by Dr. L. L. Hobbs:

There never was a time in the history of North Carolina so full of responsibility and promise in the field of education as at present; the great number of young people constitute at once the promise and the responsibility. The improvements going on in public education, with the high

schools each year graduating thousands of bright young men and women, many of whom are ambitious and desire a college training, increase the demand on our colleges ten-fold. Last year, we are told, more than 2,000 young people were turned away from our colleges and university, and the number will be greater as the years go by unless the capacity of our educational institutions is increased.

The university and state colleges have appealed for public funds and their appeals have met with a liberal response from the state legislature. The denominational colleges, always a preponderating influence in education in our state, are also overcrowded and are busily engaged in enlarging their equipments and increasing their endowments. The fact that the public institutions of higher learning continually require appropriations from the state treasury ought to be evidence that our denominational colleges should also be assisted year after year from outside sources. These colleges cannot afford to fall behind state institutions in faculty or equipment. Therefore, it is clear that constituencies of denominational colleges are confronted by problems of great importance.

Among these colleges Guilford has had an important place. It is under the control of the Society of Friends, a denomination which has always stood for every movement having the public welfare at heart. It has in all its existence stood for equal opportunities for men and women in education and in the church, for freedom of conscience, for peace and good will, for liberty and brotherhood. Guilford College, founded in 1837, is making an appeal to its friends and patrons for assistance to meet demands that are pressing upon it, and for increased power and usefulness.

For about eight years, the receipts of the college, derived from tuition of students and from interest on permanent investments, have not been equal to the expenditures. The endowment fund is about $200,000.

A college faculty, well selected for different departments, and maintained for a considerable number of years, will give a college standing and will create patronage without other advertisement. All colleges, even though they have considerable endowment, have found it impossible in recent years to maintain an adequate faculty and meet all expenses and it has become necessary to provide funds to pay off

deficits each year. This is absolutely necessary in the case of Guilford College.

The situation has been carefully studied by a joint committee of the trustees and alumni; and as a result of this investigation a united decision has been reached, viz.: to raise $10,000 a year for two years to meet the annual deficits. By the end of this period it is believed that additions will have been made to the endowment sufficient to bring permanent funds up to $500,000, and thus place the college on a sure foundation.

We are making as strong and earnest an appeal as possible for your assistance in raising the sum above named in order to creat a sustaining fund.

We can all see the difficulties confronting the trustees and friends of the college; and the committee making the appeal believe the alumni and other friends of Guilford will respond to the call, provided they see the situation as it is.

The remarks of Mr. Blair were very encouraging.

Dr. Binford then made the most interesting talk of the evening, for he gave us the greatest surprise. He stated that he had been sending voluminous reports concerning Guilford to the General Educational Board of New York for more than a year, and as a result of these reports the Board sent a representative to the College about a month ago. This representative made a very thorough investigation while on the campus, and as a result of his report to the Board, Guilford will receive $5000 a year for two years to be used as a sustaining fund. We, the alumni of Guilford, feel very grateful to the Educational Board for this gift.

The names of deceased members were read as follows: Thomas J. Covington, R. Cabel Lindsay, Ezra A. Moore, Gertrude Cronk, and Joe Reddick. Several members of the association spoke very touch-

ingly concerning the lives of these who have passed away.

After adjournment, the annual reception in honor of the graduating class was held in the Library.

A. W. Hobbs, President,
Rhesa L. Newlin, Secretary.

Alumni

CLASS OF '89

Robert H. Cronk, B. S. Pickering, Ont.
Joseph Moore Dixon, B. S. Missoula, Mont.
Edward B. Moore, B. S. Siler City, N. C.
Robert Cromwell Root, B. S.; A. M., Leland Stanford
Occidental College, Cal.
*Lola Stanley Moore, A. B.
*Lucius A. Ward, B. S.
*Campbell White, B. S.
Florina Worth, B. S.; Mrs. R. B. John Maxton, N. C.

CLASS OF '90

John T. Benbow, A. B. Winston-Salem, N. C.
Augustine W. Blair, B. S.; A. M., Haverford
202 Lawrence Ave., New Brunswick, N. J.
Jessica Johnson Dickson, B. S. Glouster, Ohio
Genevieve Mendenhall, B. S.; Mrs. A. W. Blair
202 Lawrence Ave., New Brunswick, N. J.
*Susanna Osborne, B. S.
Leonard C. Van Noppen, A. B.; B. Litt., Univ. of N. C.;
A. M., Haverford ... 30 Grosvenor Gardens, London, Eng.
David White, A. B. Greensboro, N. C.
H. Herman Woody, A. B.; A. B., Earlham
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Mary Ina Shamburger, A. B. Star, N. C.
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Lyndon Stuart, A. B. Snow Camp, N. C.
I. T. Valentine, A. B. Spring Hope, N. C.
Maud Lassiter, A. B.; A. M., Haverford ... Mechanic, N. C.
Grace Taylor, A. B. Danbury, N. C.
Sallie McGehee, A. B.; Mrs. B. L. Hardison
Rt. No. 1, Box 47, Washington, N. C.
Hattie Eugenia Crutchfield, Music .. Guilford College, N. C.

CLASS OF '18

Deborah Mary Brown, A. B. Pleasant Garden, N. C.
Agnes Marie Clegg, A. B.; M. A., Univ. of N. C.
Highland Ave., Greensboro, N. C.
*Gertrude Darden Cronk, A. B.
Elbert William Fort, A. B. Fork, S. C.
Lawrence Grissom, A. B. Lexington, N. C.
Ira Hinshaw, A. B. Randleman, N. C.
David H. Jackson, B. S. Guilford, N. C.
John Benbow Jones, A. B. Winston-Salem, N. C.
Beatrice Lewallen, A. B. Asheboro, N. C.
James Warren Mitchell, B. S.
Anderson, Mitchell Chem. Co., Cincinnati, Ohio
Addie Irene Morris, A. B. Kernersville, N. C.
Totten Zella Moton, A. B. Wagram, N. C.
Bernice Elizabeth Pike, A. B. Liberty, N. C.
Ellen Tabitha Raiford, A. B. Ivor, Va.
*Joseph Gray Reddick, A. B.
Anderson Jones Smith, B. S. Black Creek, N. C.
Samuel Clement Smith, A. B. Guilford College, N. C.
Leah Ellen Stanley, A. B. Salemburg, N. C.
Ruth Rebecca Stanley, A. B.; Mrs. Jos. H. Barrington
Lumberton, N. C.
Chester M. Sutton, A. B. Summerfield, N. C.

CLASS OF '19

Clara Blair High Point, N. C.
Georgianna Marie Bird Thomasville, N. C.
Ruth Coltrane Sophia, N. C.
Vivian McGee Hayworth; Mrs. H. N. Willard
Jamestown, N. C.
Gertrude Mendenhall Hobbs Guilford College, N. C.
Eula Eugenia Hockett Pleasant Garden, N. C.
Roger Clinton Kiser King, N. C.
Clarence Monroe Macon Climax, N. C.
Hobart McKinley Patterson Burlington, N. C.
Katherine Brittain Smith Guilford College, N. C.
John Gurney White Guilford College, N. C.
Joseph Dixon White; A. M., Haverford
Guilford College, N. C.
Hervie Nicola Williard High Point, N. C.

CLASS OF' 20

Daniel David Shields Cameron Manly, N. C.
Katherine Campbell Grenada, Miss.
Luby Randolph Casey Mt. Airy, N. C.
Alma Chilton Walnut Cove, N. C.
Elsie May Clegg Highland Ave., Greensboro, N. C.
Melinnie Thelma Cloud Ivor, Va.
Mary Eleanora Coble Guilford College, N. C.
Norman Albright Fox Guilford College, N. C.
Anna Maie Henley Guilford College, N. C.
Genevieve Lindley Snow Camp, N. C.
Richard Arthur Lineberry Siler City, N. C.
Frances Willard Moore Dudley, N. C.
Hugh Watson Moore Dudley, N. C.
Donna Alice McBane Saxapahaw, N. C.
Frances Willard McCracken Guilford College, N. C.
Vanner Emma Neece Climax, N. C.
David Jordan White Belvidere, N. C.

CLASS OF '21

Frances Willard Bulla Randleman, N. C.
Robert Chapman Bulla Randleman, N. C.
Madge Albright Coble Liberty, N. C.

Myrtle Roella Cox Climax, N. C.
Mary Dixon Elkin, N. C.
Clara Barton Farlow Guilford College, N. C.
Dovie Hepler Hayworth High Point, N. C.
Edward Lewis Hollady Greensboro, N. C.
Florence Nightingale Martin; Mrs. L. R. Casey
Mt. Airy, N. C.
Ada Lea McCracken Guilford, N. C.
Algia Innman Newlin Snow Camp, N. C.
Herman Clyde Raiford Ivor, Va.
Okie Irene Raiford Ivor, Va.
Esther Thomas Stewart Laurinburg, N. C.
Grace Elizabeth Stone Thomasville, N. C.
Lindley Ernest Tremain Jamestown, N. C.
Rawleigh Lewis Tremain Jamestown, N. C.
Berry Lee White Belvidere, N. C.
Marjorie Williams Guilford College, N. C.

HONORARY MEMBERS

L. Lyndon Hobbs, elected 1910 Guilford College, N. C.
Mary M. Hobbs, elected 1910 Guilford College, N. C.
Priscilla B. Hackney, elected 1911 Greensboro, N. C.
J. Elwood Cox, elected 1912 High Point, N. C.
H. Louisa Osborne, elected 1913 Guilford College, N. C.
J. Franklin Davis, elected 1914 Guilford College, N. C.
*John Van Lindley, elected 1914 Pomona, N. C.
Raymond Binford, elected 1914 Guilford College, N. C.
Eula Dixon, elected 1914 Snow Camp, N. C.
Gertrude W. Mendenhall, elected 1915 ... Greensboro, N. C.
Mary M. Petty, elected 1915 Greensboro, N. C.
William A. Blair, elected 1915 Winston-Salem, N. C.
Robert N. Wilson, elected 1917 Durham, N. C.

LIFE MEMBERS

William Penn Henley
Dora Bradshaw Clark
Charles D. Benbow
Henry A. White
Henry Davis
Julia S. White
Agnes King
Brown Finch
Richard J. M. Hobbs
Hardy A. Carroll
John Henry Beeson
Herbert Howard
J. Hal Lassiter

* Deceased.

Guilford College Bulletin

Short Course Number

Entered at Guilford College, N. C., as second-class matter under act of Congress, July 16, 1894.

VOLUME XIV 1921 No. 3

PURPOSE

This number of the College Bulletin explains the nature and purpose of the Short Course offered by the faculty of the College, for a period of four weeks from January 30th to February 24th.

INTRODUCTION

The work of the College and the Yearly Meeting is one work, namely, the saving of men and women, body, mind and spirit. The Yearly Meeting is dependent upon the College for a trained membership capable of understanding and solving the problems of our day. The College is dependent upon the Yearly Meeting for financial and student support, and spiritual help and inspiration. We are bound together by inseparable bands. The defeat of one is the undoing of the other and the success of one is the success of the other.

The College has always recognized that it has an especial obligation to the Church and has served it in many ways. We are now, however, trying to perform our duties along this line in a more specific and complete manner. We realize that many of our members cannot spend months in study and fellowship at the College, but possibly could arrange to spend a few weeks very profitably. We have, therefore, planned the Short Course outlined below, and hope that it will be of great service in bringing many of our workers together for a season of helpful study and inspiration.

A course similar to the one offered in this number of the College Bulletin was presented to the Yearly Meeting last winter, but for various reasons only one was able to avail himself of the opportunity offered. Perhaps the Short Course was not given sufficient publicity, or the time may not have suited either the country or city people to whom such a course would make an appeal. Hoping to correct the possible errors of last year we are publishing this number of the regular College Bulletin a little earlier, and are changing the time of the course from January to February. It is desired that as many as possible take advantage of this opportunity to study at Guilford.

TIME

Taking into consideration the facts as we know them it seems best to offer the Short Course this time for the period between January 30th and February 24th. This will give four weeks of study, and will come at the time of opening for the second semester of the regular college work.

Classification will be made immediately upon arrival and classes will commence their regular meetings on the 31st.

Classes will follow the regular time schedule of the College, seven periods a day of fifty-five minutes each. In addition to the regular chapel period, which all students are required to attend, there are four periods in the morning and three in the afternoon.

EXPENSES

The tuition fee will be ten dollars ($10).

Board will be charged at the same rate now asked in the College dining rooms, Founders Hall, $4.25 a week.

Rent for rooms will vary between $5 and $8 for the four weeks period.

REQUIREMENTS FOR CLASSIFICATION

There are no rules governing admission to the Short Course, no diploma from the high school is required, nor is it necessary to have a record of work done in the graded schools, though such records would be of value.

No student will be allowed to register for more than sixteen hours work a week.

A course will not be given unless five students signify a desire to enter the class.

GENERAL INFORMATION

Students will be expected to observe the rules of the College. It is hoped to make the special group of students feel as much a part of the student body as possible.

Students will be allowed to enter the regular College courses as listeners with the consent of the member of the faculty in charge of the course.

As far as possible students will be located in the College dormitories. Conditions may require that some secure rooms in the community.

For further information about the equipment of the College refer to the regular catalogue number of the Bulletin.

During the four weeks there will probably be some numbers of the Lyceum Course of entertainment given to which students registering for this course will be able to secure tickets.

It is expected that there will be special lectures—suited to the Short Course students—given during the four weeks.

Rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillow, linen and all covering for their beds; also soap, towels and napkins.

All communications should be addressed to the President, Guilford College, Guilford College, N. C.

COURSES OF STUDY

SC. 1. Hebrew Prophets. 4 hours. Prof. Anscombe.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew Prophets.

SC. 2. Farm Management. 4 hours. Prof. Baker.—It is the purpose of this course to deal with the problems of the individual farmer in organizing the various factors of his farm business; to adapt farm practices to his peculiar environment, and dispose of his products to yield the greatest continuous profits.

SC. 3. Science and Religion. 2 hours. Pres. Binford.—It is our purpose to meet twice a week to consider in a free and informal manner what science is, what it seeks to do and how it does it. Then we shall discuss the effect such work may have upon our religious ideas and experiences. This will of course lead us to a consideration of the real nature of religious life and the basis on which it rests.

SC. 4. Playground Games. 4 hours. Miss Robinson.—In this course will be given general calesthenics and recreative gymnastics. Special attention will be given to basket ball and indoor baseball as well as general playground games. Any particular line of work that will aid the student in meeting problems of physical education in his community will be taken under consideration.

SC. 5. Organization and Administration of the Sunday School. 4 hours. Prof. Dann.—In addition to a discussion of the organization and administration of a church school this course will endeavor to make some application to our local conditions.

SC. 6. Public Speaking. 2 hours. Prof. Dann.—The construction and use of extemporaneous speaking will be studied and some practice work required.

SC. 7. Community Problems. 4 hours. Prof. Dann.—The purpose of this course is to give the student an insight into the outstanding problems of community life and to put them in touch with the forces already working for community betterment. The course is designed to be practical; particular attention will be given to the problems of rural communities, and so far as possible the work will deal with North Carolina conditions.

SC. 8. Home Economics. 4 hours. Miss Noles.—This course is designed to present in a condensed form a study of the various classes of food; their use in the body; their combination to form a balanced meal; and the principles of each to render it most palatable

and digestible. Practice will be given in both formal and informal styles of service.

A small fee sufficient to cover actual cost of material used will be charged.

SC. 9. Practical Bookkeeping. 4 hours. Prof. Pancoast.—It is the purpose of this course to work out a system of bookkeeping that will be of practical value to the modern farm and home.

SC. 10. Reading and Discussion. 4 hours. Miss Polk.—This course is designed both to create and to stimulate a desire for good reading. Some six books will be read and discussed, and a survey will be made of the field of magazine reading. Effort will be made to consult to some degree the taste of the class.

SC. 11. Education. Prof. L. L. White.—This course is based primarily on child psychology, though attention will be given to a practical discussion of the period covered by the high school. The characteristics and need of both childhood and youth will be given consideration. Questions pertaining to the development of fundamental impulses related to educational problems will be stressed.

SC. 12. Agriculture.—Agriculture is such an important factor in the industries of North Carolina, and so many of our young men and women live on the farms of the state, that the College wishes to offer to the students of the Short Course a series of ten lectures which will be of special value to those who live in the rural districts.

The lectures or class room exercises will be illustrated by views or laboratory type specimens taken from the different areas of North Carolina. The topics will include such subjects as: Rocks, Clays, Soils, Weathering and Erosion, Fertilizers, Farm Crops and Stock, Local Geology and Geography.

Guilford College Bulletin

CATALOGUE NUMBER

1921-1922

Published Quarterly by Guilford College
Guilford College, N. C.

CALENDAR

EIGHTY-SIXTH ACADEMIC YEAR

1922

September 12th Beginning of the Session
Registration and Classification
September 13th, 8:20 a. m. Recitations Begin
September 23rd Examinations for
Removing Conditions
November 14th First Quarter Ends
November 30th Thanksgiving Recess
Community Singing
December 9th Zatasian Oratorical Contest
December 20th, 11:30 a. m. Christmas Recess Begins

1923

January 3rd, 1:20 p. m. Recitations Resumed
January 22nd to 27th Mid-Year Examinations
January 29th Second Term Begins
February 10th Websterian Oratorical Contest
March 10th Examinations for Removing Conditions
March 30th Third Quarter Ends
March 30th, 11:30 a. m., to April 3rd, 1:20 p. m.
Easter Recess
April 21st Philomathean Oratorical Contest
May 19th Henry Clay Oratorical Contest
May 28th to June 2nd Final Examinations
June 3rd Baccalaureate Service
Sermon Before the Christian Associations
June 4th Senior Class Day
Annual Meeting of the Alumni Association
June 5th Commencement Day
Conferring of Degrees
Commencement Address

BOARD OF TRUSTEES

	Term Expires
Wm. T. Parker, High Point, N. C.	1922
Henry A. White, High Point, N. C.	1923
D. Ralph Parker, High Point, N. C.	1923
C. P. Frazier, Greensboro, N. C.	1924
Walter E. Blair, Greensboro, N. C.	1924
J. Elwood Cox, High Point, N. C.	1925
Jeremiah S. Cox, Greensboro, N. C.	1925
David White, Greensboro, N. C.	1926
Zeno H. Dixon, Elkin, N. C.	1926
Charles F. Tomlinson, High Point, N. C.	1927
Dudley D. Carroll, Chapel Hill, N. C.	1927

J. Elwood Cox, *Chairman*
David White, *Secretary*

ADVISORY COMMITTEE

	Term Expires
Mary D. Cox, High Point, N. C.	1922
Mary E. M. Davis, Guilford College, N. C.	1922
Priscilla B. Hackney, Greensboro, N. C.	1923
Roxie D. White, Guilford College, N. C.	1923
Sandia Lindley, Pomona, N. C.	1923
Mary M. Petty, Greensboro, N. C.	1924
Gertrude W. Mendenhall, Greensboro, N. C.	1924
Bertha Cox, High Point, N. C.	1924

STANDING COMMITTEES OF THE TRUSTEES

Officers and Faculty—C. F. Tomlinson, D. D. Carroll.

Literary Department—Dudley D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Boarding Department—C. P. Frazier, Zeno H. Dixon, Walter E. Blair.

Buildings and Grounds—D. Ralph Parker, David White, H. A. White.

Water, Lights and Heat—H. A. White, J. S. Cox, D. Ralph Parker.

Farm—W. T. Parker, Walter E. Blair.

Endowment Fund—J. E. Cox, David White.

Auditing and Finance—J. S. Cox, D. D. Carroll.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, C. P. Frazier.

FACULTY

RAYMOND BINFORD, S. M., PH. D.

BIOLOGY

B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS, A. M., LL. D.

LATIN

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO, M. S., LL. D.

LECTURER AND DIRECTOR OF COLLEGE EXTENSION

B. S., Earlham College, 1887; M. S., Earlham College, 1889; Scholar University of Chicago, 1893-1894; Fellow University of Chicago, 1894-1895; LL. D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Geology and Physics, Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, 1920-1921.

H. LOUISA OSBORNE, A. B.

LATIN

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Guilford College, since 1892.

MARK BALDERSTON, A. B.

PHYSICS

A. B., Haverford College, 1912; Student Harvard University, 1912-1913; Instructor Lafayette College, 1913-1915; Guilford College, since 1915.

ANNA WILKINS ROBERTS, A. B.

FRENCH

A. B., Bryn Mawr, 1915; Principal Plymouth Friends' School, 1915-1917; French, Sorbonne, 1920; Guilford College, since 1917.

BESSIE V. NOLES, A. B.

HOME ECONOMICS

A. B., Bessie Tift College, 1906; Teachers' College, Columbia University, 1915; Librarian and Instructor, Bessie Tift College, 1906-1914; Teacher of Home Economics, Salem College, 1915-1917; Guilford College, since 1917.

FRANCIS CHARLES ANSCOMBE, A. B.

HISTORY AND BIBLICAL LITERATURE

A. B., Earlham College, 1916; Assistant in Biblical Literature, ibid., 1916; Assistant in English and Graduate Student, ibid., 1917; Instructor in Bible, ibid., summer 1920; Graduate Student Johns Hopkins University, 1917-1918; Guilford College, since 1918.

J. WILMER PANCOAST, B. S.

MATHEMATICS

B. S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

L. LEA WHITE, A. B.

EDUCATION

A. B., Guilford College, 1904, and Haverford College, 1905; School of Education, University of Virginia Summer Session, 1907; Principal Jamestown High School, 1905-1910; Principal Winston-Salem City High School, 1910-1920; Guilford College, since 1920.

MARY ALINE POLK, A. M.

ENGLISH

A. B., Indiana University, 1915; A. M., Leland Stanford University, 1920; Teacher of English, Fritchton (Indiana) High School, 1915-1919; Instructor in French and Spanish, Oakland City College, spring quarter 1919; English, Guilford College, since 1920.

RHESA LANCASTER NEWLIN, B. S.

ASSISTANT IN MATHEMATICS

B. S., Guilford College, 1917; Teacher of Mathematics, China Grove High School, 1917-1918; Instructor in Mathematics, Clemson College, 1919-1920; Guilford College, since 1920; Graduate Student at University of Chicago, 1921-1922.

HERBERT NICKSON BAKER, B. S.

ASSISTANT IN BIOLOGY AND AGRICULTURE

B. S. in Agriculture, Kansas State Agricultural College, 1920; Guilford College, since 1920.

ROBERT HORNIMAN DANN, A. M.

RELIGIOUS EDUCATION

A. B., Pacific College, 1917; A. M., Haverford College, 1918; Instructor Oak Grove Seminary, 1919; Graduate Student Andover-Harvard, 1920; Guilford College, since 1920.

JAMES WESTLEY WHITE

VOCAL

Student at International School of Vocalists, Boston; Private Teachers, New York; Soloist in leading churches of Boston and New York, in festivals and tours; Director of Chorus and Choir; Instructor in Vocal Music, Guilford College, since 1919.

BEATRICE LYNNE BYRD, B. M.

PIANO

B. M., Greensboro College, 1914; Voice Diploma, Greensboro College, 1914; Pupil of Anthony Carlsen, Los Angeles, Calif.; Studio Assistant to Director, Greensboro College, 1913-1914; Teacher of Voice and Piano, Greenville (S. C.) Woman's College, 1916-1918; Guilford College, since 1919.

GEORGE D. PALMER, B. S., A. M.

CHEMISTRY

B. S., Clemson College, 1919; State Agricultural School, Monticello, Ark., 1913-1916; Scientific Assistant at Bureau of Standards, Washington, D. C., summer 1919; A. M., Johns Hopkins University, 1921; Guilford College, since 1921.

KATE BRITTAIN SMITH, A. B.

ENGLISH AND FRENCH

A. B., Guilford College, 1919; Graduate Student Bryn Mawr, 1919-1920; Teacher of English, Boulder City Schools, Col., 1920-1921; Assistant English and French, Guilford College, 1921-1922.

ROBERT S. DOAK, A. B.

MEN'S PHYSICAL DIRECTOR

A. B., Guilford College; Coach Elon College, 1911-1915; Coach Basketball and Track, Trinity College, 1916; Coach, Guilford College, 1916-1918; Athletic Work for Y. M. C. A. with A. E. F. in France, 1919; Guilford College, since 1919.

VIRGINIA ISABEL ROBINSON

DIRECTOR OF WOMEN'S PHYSICAL CULTURE

University of Missouri, 1921; Student of Spanish, Normal University, Las Vegas, New Mexico, 1919; Student of Industrial Art, Chicago, 1920; Director of Girls' Physical Culture and Teacher of Art, High School, Novelty, Mo., 1917-1918; Director Women's Physical Culture, Instructor in Spanish and Violin, Guilford College, 1921-1922.

LYRA MILES DANN, A. M.

A. B., Pacific College, 1917; Graduate Student Willameth University, 1917-1918; A. M., Columbia University, 1919; Professor of Education, Pacific College, 1920-1921; Assistant in Piano, Guilford College, 1921-1922.

OFFICERS OF ADMINISTRATION

RAYMOND BINFORD
PRESIDENT

MARK BALDERSTON
DEAN

H. LOUISA OSBORNE
DEAN OF WOMEN

HERBERT N. BAKER
DEAN OF MEN

ANNA W. ROBERTS
SECRETARY

MAUD L. GAINEY
TREASURER

JULIA S. WHITE
LIBRARIAN

SARAH E. BENBOW
MATRON

PEARL PERRY
SECRETARY TO THE PRESIDENT

EMILY R. LEVERING
MATRON NEW GARDEN HALL

COMMITTEES OF THE FACULTY

Absences—Mark Balderston, L. Lea White, H. Louisa Osborne, Herbert N. Baker.

Athletics, Boys— L. L. White, Robert S. Doak, J. Wilmer Pancoast, Rhesa L. Newlin.

Athletics, Girls—Virginia I. Robinson, Bessie V. Noles, Anna W. Roberts.

Campus—L. Lyndon Hobbs, Sarah Benbow, Bessie V. Noles, Herbert N. Baker.

Credentials—Mark Balderston, L. L. White, Anna W. Roberts, Mary A. Polk.

Debates and Lectures—Robert H. Dann, L. Lyndon Hobbs, Francis C. Anscombe, James W. White, Bessie V. Noles, Mark Balderston, Kate Smith.

Discipline—H. Louisa Osborne, Mark Balderston, L. L. White, Anna W. Roberts, Herbert N. Baker, Mrs. Levering.

Examinations—Bessie V. Noles, J. Wilmer Pancoast, George D. Palmer, Kate Smith.

Executive—Mark Balderston, Anna W. Roberts, H. Louisa Osborne, L. L. White.

Library—Julia S. White, J. F. Davis, F. C. Anscombe, Mary Aline Polk, Bessie V. Noles.

Publications—F. C. Anscombe, Mary Aline Polk, Robert Dann, L. L. White.

Social—H. Louisa Osborne, Anna W. Roberts, Mr. and Mrs. F. C. Anscombe, Mark Balderston, J. Wilmer Pancoast.

HISTORICAL SKETCH

NEW GARDEN BOARDING SCHOOL

. The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and twenty-four years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership — a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1830 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

GUILFORD COLLEGE

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the state in 1888, with authority to confer academic degrees upon the completion of a college course.

LOCATION

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro, in the midst of a progressive neighborhood, was chosen. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and poplar trees. For nearly eighty-five years the institution has flourished and developed.

MATERIAL EQUIPMENT

FARM AND CAMPUS

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The college table is supplied abundantly with milk and butter of the highest grade. An increasing effort is being made by the farm management to supply the major portion of the vegetables and fruits, both fresh and canned, which the college family uses during the year. The farm and dairy equipment and management are thoroughly modern in every respect and are valuable object lessons for students interested in agriculture.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

FOUNDERS HALL

On entering the grounds at the "1909" gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and third floors equipped as a modern dormitory for girls.

On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the matron's rooms, reception rooms and office of The Guilfordian. On the second floor is a large assembly room for the Young Women's Christian Association.

ARCHDALE HALL

This hall was erected in 1886, and was named in memory of the Quaker Governor, John Archdale. It is used as a dormitory and will comfortably accommodate forty-eight men.

Y. M. C. A. HALL

This hall was built in 1891 to accommodate the Young Men's Christian Association. Recently the interior of this building has been remodeled. The Y. M. C. A. room has been enlarged and improved. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

MEMORIAL HALL

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the offices of the President, the Dean, the Treasurer and the Business Manager, the Book Store, Postoffice, the Chemical Laboratory

and Lecture Rooms, the Biological Laboratory, the Music Department, the Auditorium, and the Museum.

NEW GARDEN HALL

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The Hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

THE LIBRARY

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study.

The original Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been to make it most available for use, hence our facilities for reference work are especially worthy of comment. The Library is intended to be, and is well fitted to be, the workshop of the College, the center of its intellectual life.

There are now over ten thousand volumes in the Library and these are in use daily by students and persons connected with the College. The reading

room is well supplied with the state papers, and the best of magazines and periodicals representing general literature and the special departments.

KING HALL

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains six large class rooms, the Physics Laboratory and the laboratory for Home Economics.

COX HALL

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams. No expense has been spared to make Cox Hall artistic both inside and out and to provide it with every modern convenience.

THE CHURCH

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

THE GYMNASIUM

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving ample room for spectators at intercollegiate contests.

ATHLETIC FIELDS

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of ground of three acres, perfectly adapted to football, soccer, baseball and track. It is surrounded by a quarter mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving ample room for all to play who desire to do so.

The girls' athletic grounds are situated to the west of New Garden Hall.

THE LABORATORIES

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern apparatus and offer every facility for elementary or advanced work.

The various material resources outlined above have been made possible by the generosity and aid of a large circle of friends of Guilford College, and everything has been done with a view to giving young

women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

POLICY AND IDEALS

The founders of the College desired to establish an institution where a broad liberal culture might be secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid men-

tal training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach, and the excellent reputation which the graduates of the College have acquired in this work has been due to the fact that the College insists on the importance of acquiring a thorough knowledge of the subject to be taught. A sufficient number of courses in Education are offered to give the student a proper professional training and satisfy all the State requirements.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

RELIGIOUS EXERCISES

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive, healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their weekly prayer meetings, Bible classes, Mission Study classes, etc., exercise a helpful and uplifting influence.

ENDOWMENT

The encouragement to make still greater provision for the future, which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a

permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill, and $6,000 subsequently for improvement in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White who, in his lifetime, gave assistance and great encouragement to the work of eduation in North Carolina.

The Jonathan E. Cox Fund of $5,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,573 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $1,000, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $5,000, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The John B. Griffin Fund of $1,250—a scholarship fund for girls.

The Joseph J. Cox Memorial Fund of $3,500—for the Biblical Department.

The Rufus and Lydia White Memorial Fund of $1,000—endowment.

The George W. White Memorial Fund of $1,000—endowment.

A fund of $1,000 for ministerial students or those preparing for Christian work, established by Elwood Cox.

The total sum of permanent funds—those named above, and others—is $205,000.00. The plant and endowment are estimated to be worth $620,000.00.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must have four years of high school preparation or a full equivalent. A chief cause of failure in college work is unsatisfactory preparation, and a thorough knowledge of preparatory subjects is absolutely essential before taking up the work of the college course.

Applicants will be admitted without examination upon presentation, on or before the opening of the college year, of a Certificate of Admission from an accredited high school. Blank certificates will be furnished on application to the College and should be filled out and sent in some time during, or before, the summer vacation. It is important that this be done as early as possible as it is difficult to secure records from teachers while on their vacations. The Certificates of Admission must be filled out and signed by the Principal of the school from which the applicant comes. If two or more high schools have been attended, a certificate must be secured from each one.

Examinations will be required before credit is given for any subject which has not been properly certified.

Students coming from accredited high schools, if recommended in fifteen units in which the required units are included, are given Freshman standing.

Credits allowed on credentials are in all cases conditional. A student thus admitted has only pro-

bationary standing for the first term and if his work in any Freshman subject indicates that his preparation in that subject has been insufficient he may be required by action of the faculty to complete his preparation in the proper course of the Preparatory Department or pass a creditable examination over the preparatory work before he may again enter the course in question.

PREPARATORY SUBJECTS REQUIRED FOR ENTRANCE

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	4	units
History	1	unit
Electives	4½	units

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in the departments leading to the degree of Bachelor of Arts must present four units of Latin for entrance, except those majoring in the department of History who may present French or German.

Students who intend to major in Mathematics, or some one of the sciences, and receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The electives must be selected from the following list:

TABLE OF SUBJECTS ACCEPTED FOR ENTRANCE

Subjects	Topics	Units
English A	Grammar and Analysis	1
English B	Composition and Elementary Rhetoric	1
English C	Selections of Literature	1
Mathematics A	Algebra to Quadratics	1
Mathematics B	Advanced Algebra	½ or 1
Mathematics C	Plane Geometry, complete	1
Mathematics D	Solid Geometry	½
Mathematics E	Trigonometry	½
History A	Ancient	1
History B	Mediaeval and Modern	1
History C	English	1
History D	American	1
Latin A	Grammar and Composition	1
Latin B	Caesar, four books and Composition	1
Latin C	Cicero, four orations and Composition	1
Latin D	Virgil, four books and Composition	1
Greek A	Grammar and Composition	1
Greek B	Xenophon, four books	1
German A	Grammar and Composition	1
German B	Reading and Exercises	1
French A	Grammar and Composition	1
French B	Reading and Exercises	1
Spanish A	Grammar and Composition	1
Spanish B	Reading and Exercises	1

Science A	Physical Geography	½ or 1
Science B	Chemistry	1
Science C	Physics	1
Science D	Physiology	½
Science E	Botany	½ or 1
Science F	General Science	½ or 1
Civics	Civil Government	½
Biblical Literature		1

Applicants for admission who desire entrance credit for such vocational subjects as Agriculture, Home Economics, Bookkeeping, Commercial Geography, Commercial Arithmetic, Stenography and Typewriting, Mechanical Drawing and Manual Training, will receive such credit only after a special investigation has been made. A complete record of the work done must be submitted and passed upon by the committee on credentials. Not more than one unit for one subject or two units altogether will be given for subjects in this list, except in case of graduates from an accredited four-year high school.

One unit in Biblical Literature is accepted from high schools or from Sunday schools which comply with the standards set by the Council of Church Boards of Education.

Specifications Regarding Entrance Units

CIVICS

Civics One-half Unit

A general study of the Constitution of the United States and the organization of the executive, legislative and judicial departments of the government; the division of governmental functions between the national and state governments; and the organization and operation of the state governments.

ENGLISH

English A—Grammar and Analysis One Unit

Spelling, parts of speech, inflection, syntax, structure of sentences, punctuation, use of capital letters, elementary composition.

English B—Composition and Elementary Rhetoric One Unit

Choice of words and their mutual relations, paragraphing and form, different kinds of composition, including letter writing, narration, description, exposition. Abundant practice in composition, with readings from masterpieces of American Literature.

English C—Reading and Literature One Unit

REQUIRED FOR STUDY

One selection from each of the following groups:

GROUP I.—DRAMA.

Macbeth; Hamlet.

GROUP II.—POETRY.

Milton's L'Allegro, Il Penseroso, and Comus; the selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

GROUP III.—ORATORY.

Burke's Speech on Conciliation with America; Washington's Farewell Address; Webster's First Bunker Hill Oration; and Lincoln's Gettysburg Address.

GROUP IV.—ESSAYS.

Carlyle's Essay on Burns, with a selection from Burns's Poems; Macaulay's Life of Johnson.

REQUIRED FOR READING

Two selections from each of the following groups:

GROUP I.—CLASSICS IN TRANSLATION.

The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's Æneid. The Odyssey, Iliad, and Æneid should be read in English translations of recognized literary excellence.

GROUP II.—DRAMA.

Shakespeare's Midsummer Night's Dream; Merchant of Venice; As You Like It; Twelfth Night; The Tempest; Romeo and Juliet; King John; Richard II; Richard III; Henry V; Coriolanus; Julius Caesar; Macbeth; Hamlet; Goldsmith's She Stoops to Conquer; Sheridan's The Rivals.

GROUP III.—PROSE FICTION.

Malory: Morte d'Arthur (about 100 pages); Bunyan's Pilgrim's Progress, Part I; Swift: Gulliver's Travels (voyages to Lilliput and to Brobdingnag); Defoe: Robinson

Crusoe, Part I; Goldsmith: Vicar of Wakefield; Scott: Novels, any one; Jane Austen: Novels, any one; Maria Edgeworth: Castle Rackrent or The Absentee; Frances Burney: Evelina; Dickens: Novels, any one; Thackeray: Novels, any one; George Eliot: Novels, any one; Mrs. Gaskell: Cranford; Kingsley: Westward Ho! or Hereward the Wake; Reade: The Cloister and the Hearth; Lytton: Last Days of Pompeii; Blackmore: Lorna Doone; Hughes: Tom Brown's School Days; Stevenson: Treasure Island, Kidnapped, Master of Ballantrae, Dr. Jekyll and Mr. Hyde; Kipling: Kim, Captains Courageous, Jungle Books; Cooper: Novels, any one; Poe: Selected Tales; Hawthorne: House of Seven Gables, Twice Told Tales, Mosses from an Old Manse; Howells: The Rise of Silas Lapham; Wister: The Virginian; Cable: Old Creole Days; Short Stories by various standard writers.

GROUP IV.—ESSAYS, BIOGRAPHY, ETC.

Addison and Steele: The Sir Roger de Coverley Papers, Selections from the Tatler and Spectator; Boswell: Selections from the Life of Johnson; Franklin: Autobiography; Washington: Farewell Address; Burke: Speech on Conciliation with America; Irving: Life of Goldsmith; Southey: Life of Nelson; Lamb: Essays of Elia; Lockhart: The Life of Scott; Thackeray: Lectures on Swift, Addison, and Steele in the English Humorists; Macaulay: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay, Life of Johnson, Two Speeches on Copyright, History of England (Chapter III); Trevelyan: Selections from Life of Macaulay; Carlyle: Essay on Burns; Ruskin: Sesame and Lilies, Selections; Dana: Two Years Before the Mast; Webster: First Bunker Hill Oration; Lincoln: Selections, including at least the Speech at Cooper Union, the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley (together with a brief memoir or estimate of Lincoln); Parkman: The Oregon Trail; Emerson: Manners, Self-Reliance; Thoreau: Walden; Lowell: Selected Essays; Holmes: The Autocrat of the Breakfast Table; Burroughs: Selected Essays; Warner:

In the Wilderness; Curtis: Prue and I, Public Duty of Educated Men; Stevenson: An Inland Voyage, and Travels with a Donkey; Huxley: Autobiography and Selections from Lay Sermons (including the addresses on Improving Natural Knowledge, A Liberal Education, and a Piece of Chalk); Hudson: Idle Days in Patagonia; Clemens: Life on the Mississippi; Riis: The Making of an American; Bryce: The Hindrances to Good Citizenship; A collection of Essays by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of Letters by various standard writers.

GROUP V.—POETRY.

Palgrave's Golden Treasury (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study); Goldsmith's The Traveler, and The Deserted Village; Pope's The Rape of the Lock; a collection of English and Scottish ballads, as, for example, some Robin Hood ballads, The Battle of Oetterburn, King Estmere, Young Beichan, Bewick and Grahamme, Sir Patrick Spens, and a selection from later ballads; Coleridge's The Rime of the Ancient Mariner, Christobel, and Kubla Khan; Byron's Childe Harold, Canto III or IV, and The Prisoner of Chillon; Scott's The Lady of the Lake or Marmion; Macaulay's Lays of Ancient Rome, The Battle of Naseby, The Armada, and Ivry; Tennyson's The Princess or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper, "De Gustibus—," and Instans Tyrannus; Arnold's Sohrab and Rustum, and The Forsaken Merman; selections from American Poetry, with special attention to Poe, Lowell, Longfellow, and Whittier; Milton: L'Allegro, Il Penseroso, Comus, Lycidas.

FRENCH

French A—Grammar and Composition One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 150 pages of texts suitable for first year work.

French B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from French into English and English into French, and about 300 to 400 pages of texts suitable for second year work, along with written exercises in prose composition.

GERMAN

German A—Grammar and Composition ... One Unit

Grammar, pronunciation, dictation, exercises in translation, both oral and written, and reading of about 100 pages of texts suitable for first year work.

German B—Reading and Exercises One Unit

Continued practice in grammar, dictation, conversation, oral translation from German into English and English into German, and about 300 pages of texts suitable for second year work, along with written exercises in prose composition.

GREEK

Greek A—Grammar and Composition One Unit

The forms, inflections, and idioms of Attic prose, syntax, prose composition—one year's work.

Greek B—Xenophon One Unit

Four books of Xenophon's Anabasis, study of Greek irregular verbs, syntax, translation of Greek into English and English into Greek.

HISTORY

In all of the following work a knowledge of historical geography is required. Not more than three units of credit in history will be accepted, the selections to be made from the following:

History A—Ancient One Unit

History of Greece to the death of Alexander, and history of Rome to the overthrow of the empire of the west, or to the death of Charlemagne.

History B—Mediæval and Modern One Unit

The general history of western Europe from the fifth century, or from the division of Charlemagne's empire to the close of the nineteenth century.

History C—English One Unit

The political and social history of England from the period of the Roman occupation to the present day.

History D—American One Unit

A general outline of United States history, including the period of discovery and settlement, the growth of the English colonies, the French and Indian wars, the Revolution and the adoption of the Constitution, the growth and expansion of the Union, the slavery conflict, the Civil War and Reconstruction, and the recent development of the nation.

LATIN

Latin A—Grammar and Composition One Unit

Pronunciation, accent, quantity, thorough drill in forms, word formation, syntax, translation of elementary Latin sentences into English, elementary exercises in Latin prose composition.

Latin B—Cæsar One Unit

First four books of Cæsar's Gallic War, thorough knowledge of its subject matter, familiarity with forms and construction, continued practice in Latin prose composition.

Latin C—Cicero One Unit

Cicero's Orations against Catiline; continued practice in prose composition.

Latin D—Virgil One Unit

Four books of Virgil's Æneid, forms and construction of poetry, hexameter verse, continued practice in prose composition.

MATHEMATICS

Mathematics A and B—Algebra
One and One-half or Two Units

Covering the four fundamental operations of algebra, factoring, highest common factor and lowest common multiple, fractions, simple equations, simultaneous simple equations, involution and evolution, exponents, radicals, quadratic equations, equations in the quadratic form, ratio and proportion, variation, and progressions.

Mathematics C—Plane Geometry One Unit

Five books and numerous original exercises taken from other sources.

Mathematics D—Solid Geometry One-half Unit

With original exercises and problems.

SCIENCE

Science A—Physical Geography, One-half or One Unit

The knowledge obtainable from a standard school text-book on this subject, field work.

Science B—Chemistry One Unit

Including class room and laboratory work in the elements of chemistry. At least five exercises a week for one school year. A notebook should be presented.

Science C—Physics One Unit

Any standard school text-book, including class work with lecture demonstrations, problem work and simple laboratory experiments.

Science D—Physiology One-half Unit

A standard school text-book, with demonstration and simple experiments. Special attention should be given to such practical subjects as sanitation, diet, and personal hygiene.

Science E—Botany One-half or One Unit

Any standard school text-book, recitations and laboratory or field work in general botany.

Science F—General Science ... One-half or One Unit

Any standard school text-book, recitations and laboratory work.

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

RULES REGARDING CLASSIFICATION AND GRADING

SPECIAL STUDENTS

Persons of mature age, who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

REGULATIONS REGARDING RE-EXAMINATIONS

Opportunities for the removal of First Term conditions will be given in March and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to remove a condition must repeat the course, the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the letters A, B, C, D, and E. A indicates a grade from 91 to 100; B from 81 to 90; C from 70 to 80; D from 50 to 70; and E below 50. The numerical grades do not appear on the reports. A D grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An E grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including all unexcused absences from classes, will be recorded on the reports.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Dean and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after matriculation.

REQUIREMENTS FOR GRADUATION

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the credit hour, which is equivalent to one recitation a week for a half year of eighteen weeks. To obtain a degree a student will be required to complete a minimum of 126 credit hours and make an average grade of 81 per cent.

The following outline will indicate what subjects are required and what are elective and also show the amount and nature of the class work required for graduation:

COURSES OF STUDY

FRESHMAN YEAR

FOR A. B. DEGREE		FOR B. S DEGREE	
English I	8	English I	8
Mathematics I	10	Mathematics I	10
Choose two of the following:		Chemistry I	8
French A or I German A or I Greek I History I or II Latin I and III Spanish A or I	12 or 16	Choose one of the following: French A or I German A or I	8

SOPHOMORE YEAR

English II	4	English II	4
History I or II	6	History I or II	6
Language pursued in Freshman year	8	Language pursued in Freshman year	8
Choose one of the following: Physics I, Chemistry I	8	Electives	16
Electives	8		

JUNIOR YEAR

FOR A. B. DEGREE		FOR B. S. DEGREE	
Biology I	8	Biology I	8
Philosophy	3	Philosophy	3
Electives	21	Electives	21

SENIOR YEAR

Biblical Literature	8	Biblical Literature	8
Electives	24	Electives	24

RULES GOVERNING ELECTIVES

In choosing electives the student must take at least three years' work in one subject known as the major subject. There are eleven departments from which one may choose a major. The requirements for each major and the accompanying minors are stated at the beginning of the description of each department in which a major is offered.

Candidates for the A. B. degree must select their majors from the departments of Biblical Literature, English, French, Greek, History or Latin. Candidates for the degree of B. S. must select their majors from the departments of Biology, Chemistry, Home Economics, Mathematics or Physics. For the A. B.

degree a student must elect two years of either French or German or Spanish, and no one may be graduated with less than three years of foreign language. For the B. S. degree a student must have had Course A or an equivalent in French and German and Course I in either of the languages.

Only those who are planning to take a major in the Department of History are allowed to elect history in the Freshman year.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors.

PHYSICAL EDUCATION

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. The amount of Physical Culture that is taken and reported is entered on the student's college record and thereby becomes a part of any statement of the work completed by the student.

DEPARTMENTS OF INSTRUCTION

For work in Agriculture, see the Department of Biology.

BIBLICAL LITERATURE

Guilford College is able to meet the needs of those who wish to prepare themselves for the Christian Ministry, but who do not expect to take a course at a Theological Seminary. The fundamentals are taught in a thoroughly scholarly, yet reverent way, and the various courses in this department and in the Department of Religious Education are designed to thoroughly equip young men and women for various kinds of Christian service.

Students planning to go to a Theological Seminary will find that Guilford College is prepared to give them the necessary foundation for such studies.

A major in Biblical Literature consists of 22 hours' work selected from the courses described below, or 16 hours from these courses and 6 hours from the department of Religious Education.

Six hours in English IV, V, VI or VIII are required, and two years of an ancient language.

Students majoring in this department should elect courses in Philosophy.

I*ab*. Credit hours 8.

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish history, with special studies in the prophetical writ-

ings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

II*a*. Credit hours 4.

THE HEBREW PROPHETS.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and the permanent spiritual message is examined. Textbook, lectures and reports. Four hours a week. First half year. Given 1922-1923. Not given 1923-1924.

III*b*. Credit hours 4.

LIFE OF CHRIST.—A reverent, scholarly examination of the Life of Lives. Burton and Stevens' Harmony of the Gospels is used. Open to all students of college standing. Four hours a week. Second half year. Given 1922-1923. Not given 1923-1924.

IV*a*. Credit hours 3.

THE APOSTOLIC CHURCH.—In this course a study is made of the Acts and Epistles. The development of Christian thought is traced from the time of Pentecost to the end of Paul's missionary labors. Lectures,

assigned readings, and reports. The class is conducted on the seminar method. First half year. Not offered 1922-1923.

V*b*. Credit hours 3.

THE HISTORY OF THE CHRISTIAN CHURCH.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, Latin, Lutheran and Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Second half year. Not offered 1922-1923.

GREEK NEW TESTAMENT.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explanation of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

RELIGIOUS TRAINING

See Department of Religious Education.

BIOLOGY

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and dem-

onstration equipment. The laboratory, 30 x 60 feet, is well equipped for all the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

A major in Biology shall consist of course I*ab* and at least fourteen hours selected from the other courses offered below.

Students majoring in this department must take Chemistry I and should also take Organic Chemistry.

I*ab*. Credit hours 8.

GENERAL BIOLOGY consists of a study of the general facts, processes and laws that govern the existence of living things. Both plants and animals will be studied. Their structure will be observed, their life-history worked out and the life-processes learned. One finds in this course those fundamental facts

which make it possible to understand one's own body. The principles of organization and co-operation are also discussed. Two lectures and two laboratory periods a week throughout the year.

II*ab*. Credit hours 8.

COMPARATIVE ANATOMY OF THE VERTEBRATES AND GENERAL EMBRYOLOGY.—In this course the structure of the different types of vertebrate animals is studied and the principles of evolution discussed. In the spring the development of a vertebrate animal from the egg to adult form is followed, the chick being used as the chief example of observation. Two lectures and two laboratory periods a week throughout the year.

III*ab*. Credit hours 6.

ADVANCED BIOLOGY.—Courses in morphology or physiology of plants or in cytology, histology and heredity or in bacteriology will be offered according to the wishes of students who are prepared to take them. Three hours a week throughout the year.

IV*ab*. Credit hours 4.

HEREDITY AND EVOLUTION.—Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory. Two lectures a week throughout the year. Open to Juniors and Seniors or to those who have had General Biology.

V*b*. Credit hours 3.

CONQUEST OF DISEASE WITH LABORATORY WORK IN BACTERIOLOGY.—A study of some of the common prevalent diseases, with special emphasis upon prophylaxis, anaphylaxis and preventative medicine. A study of some of the more common non-pathogenic bacteria, which are illustrative of the various types, is taken up in the laboratory. The process of fermentation, sterilization and the various industrial applications of bacteria and bacterial products are taken up both in laboratory and class. Three lectures or six hours of work in the laboratory are required. Second half year. Will be given in 1922-1923.

AGRICULTURE

VI*ab*. Credit hours 6.

CARE OF FARM ANIMALS.—This course will deal with the principles of feeding, judging and breeding of farm animals. During the winter and spring especial attention will be given to poultry and to dairying. Laboratory and practical work is conducted. Open to students who have had Biology I. Given in alternate years with Course VII. Not given 1922-1923.

VII*ab*. Credit hours 6.

SOILS, CROPS AND FARM MANAGEMENT.—An introduction to the geology of soils. The principal soil-forming minerals and rocks will be considered in their

effects in determining soil characteristics. Fertility of the soil and its management will be studied in relation to crops and general farm management. The course will be given in alternate years with Course VI. Given 1922-1923.

CHEMISTRY

The Chemistry Department is located in two large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for fifty students. The laboratories are supplied with water, gas, light, electricity and compressed air. Up-to-date apparatus has recently been increased materially, and all necessary requirements for accurate and efficient analyses are at hand. An exhibit of various commercial chemical products and raw materials has been started and will be enlarged. Recent chemical journals and a chemical library of over 150 volumes give a valuable working reference library. The full amount of chemistry necessary for pursuing a medical course or entering industrial chemistry is offered.

A major in Chemistry shall consist of the following Courses: I, II, III, IV, V. A student pursuing this major must also take Physics I and is advised to take Mathematics II and III.

I*ab*. Credit hours 8.

GENERAL CHEMISTRY.—This course consists of a thorough study of the more important elements and

their compounds. The laboratory work takes up the preparation and study of the properties of the common elements and their compounds. Required Freshman year of all students electing the Chemistry, Physics and Mathematics, Biology and Home Economics Groups. No credit will be given for a half year's work in this course. Two lectures or recitations and two laboratory periods per week, the entire year.

Text.—McPherson and Henderson, A Course in General Chemistry.

II*ab*. Credit hours 4.

QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and three laboratory periods each week. Prerequisite, Chemistry I.

Text.—W. A. Noyes, Qualitative Analysis.

III*b*. Credit hours 4.

QUANTITATIVE ANALYSIS.—A thorough study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. Lectures, laboratory and stoichiometric exercises. Two lectures and six hours laboratory each week. Six extra hours of laboratory required of students electing the chemistry group. Prerequisites, Chemistry I and II. Second term.

Text. — Gooch, Representative Procedures in Quantitative Chemical Analysis.

IV*ab*. Credit hours 8.

ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and two laboratory periods of three hours per week. This course is required of all students majoring in Chemistry and will be essential to students of medicine. All year.

Text.—Norris, Organic Chemistry.

V*ab*. Credit hours 8.

ADVANCED QUANTITATIVE CHEMISTRY.—This is a continuation of Course III, and consists of the analysis of minerals, oils, fuels, water, iron, steel and alloys and agricultural products. Laboratory and lectures. Throughout the year.

VI*a*. Credit hours 4.

CHEMISTRY OF FOOD AND NUTRITION.—This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the manufacture of some of the more important food materials, are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Four hours. First half year. Not given 1923-1924.

Text.—Sherman, Chemistry of Food and Nutrition.

In all courses in Chemistry, except Course IV, one laboratory period consists of two and one-half actual hours.

A breakage deposit of $3.00, which is included in the term fee, is required of all students in the Chemistry Department.

EDUCATION

It is the purpose of this department to offer courses that will meet with the approval of the State Department of Education and that will warrant the issuance of the High School Teacher's Certificate "A"—the highest type granted. The requirements for this certificate, as outlined by the Director of Teacher Training of the State Department are: graduation from an A-grade college in academic or scientific courses, embracing 120 semester hours, 18 of which shall be in the professional subjects distributed as follows:

I. Educational Psychology; Tests and Measurements.

II. Principles of Secondary Education; Class Room Management; High School Methods.

III. Educational Sociology; History of Education; School Hygiene.

IV. Observation and Practice Teaching.

Credits must be presented in I, II and IV. From these groups the following courses are offered for 1922-1923:

I*a*. Credit hours 3.

PRINCIPLES OF SECONDARY EDUCATION.—This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with a careful consideration of some of the applications of modern educational theory and practice. The physical, psychological and sociological basis of education is given due consideration.

II*b*. Credit hours 3.

CLASS ROOM MANAGEMENT.—While this course is intended primarily for those who plan to make high school teaching a profession, its application may be adapted to elementary school work to advantage. It includes a preliminary study of the nature of high school pupils, the qualifications of teachers and the practical problems and methods of classroom organization and control. As indicated, the course is intended to be extremely practical and to furnish the young teacher with many of the details of class instruction without which years of experience would be necessary to work out for himself.

III*a*. Credit hours 3.

EDUCATIONAL PSYCHOLOGY.—The prime purpose of this course is to acquaint the student with adolescent child nature and capacities. As a background for this study, a general survey of early child nature and capacities is taken up at the beginning of the course. This is followed by a more detailed consideration of original tendencies, impulses, and mental characteristics of the adolescent period, laws of learning, individual differences in high school pupils, exceptional children and such psychological problems as concern the teacher.

IV*b*. Credit hours 3.

HIGH SCHOOL METHODS.—After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is two-fold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction. The course should be taken in conjunction with Education VI*b*, which is closely correlated with it.

V*a*. Credit hours 3.

HIGH SCHOOL ADMINISTRATION.—This course is designed primarily to meet the needs of those students who plan to be high school principals or supervisors, though the principles upon which the course is based may be employed to advantage by students wishing

to enter the field of elementary school administration or supervision. Problems of school finances, grading and promotion of pupils, retardation and its remedies, medical inspection, courses of study, school programs, teachers' meetings, supervision, organization and systematizing of school routine, elimination of waste, proper distribution of the teaching load, are some of the many topics discussed from the standpoint of practical experience in high school work.

VI*b*. Credit hours 3.

OBSERVATION AND PRACTICE TEACHING.—Students taking Education IV*b* should likewise take this course, as the two constitute a single unit. Ample opportunity will be offered the students to become acquainted with the real teaching problem as it obtains in actual classroom work under supervision.

VII. Credit hours 3.

EDUCATIONAL SOCIOLOGY. (See course outlined under Sociology.)

ENGLISH

English I*a* and I*b* are required of all Freshmen; English II*a* and II*b* are required of all Sophomores. These two courses are prerequisite for all other courses in English.

A major in English shall consist of the following courses: I, II, and twelve additional hours in the courses outlined below. A student pursuing this major must also take History II and Latin I, II, and

III, and two years' work in one of the following departments: French, Spanish, History or Political Science.

I*ab*. Credit hours 8.

RHETORIC AND COMPOSITION.—The first quarter is devoted chiefly to eliminating elementary faults in the construction of sentences and paragraphs. Correct expression is insisted upon as essential. The remaining work of the year consists in reading with analysis and criticism, and in theme writing. Special emphasis is placed upon the writing of exposition, though some practice in description and narration is required. A minimum of collateral reading will be required. Weekly themes. Individual conferences. Four hours a week through the year.

II*ab*. Credit hours 4.

ENGLISH LITERATURE.—A survey course of English literature. The purpose of the course is to give the student a comprehensive view of the historical development of English literature and to train him to read with rapidity and intelligent appreciation. Lectures, discussions and reports. Two hours throughout the year.

III*a*. Credit hours 3.

MODERN DRAMA.—A study of the various influences which have manifested themselves in modern drama. Representative plays from German, French, Russian, Spanish, English, Irish, and American dramatists will be studied. Two hours a week, second semester.

IV*a*. Credit hours 3.

NINETEENTH CENTURY PROSE.—The work of the chief prose writers exclusive of fiction. Readings from Lamb, DeQuincey, Newman, Huxley, Mill, Arnold, Carlyle, Macaulay, Ruskin and Stevenson. Three hours, first semester.

IV*b*. Credit hours 3.

NINETEENTH CENTURY POETRY. — Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning and Rosetti. Three hours a week, second semester.

V*a*. Credit hours 3.

SHAKESPEARE.—A brief survey of the development of the Elizabethan drama and a study of fifteen of Shakespeare's plays, illustrating his development as a dramatic artist. Three hours a week, first semester. Not offered in 1922-1923.

V*b*. Credit hours 3.

MODERN NOVEL.—A study of the tendencies of the modern novel. Hardy, Kipling, Wells, DeMorgan, Galsworthy, Bennett, Conrad, Howells. Two hours a week, second semester.

VII*b*. Credit hours 2.

NEWS WRITING.—An elementary course in journalism with special emphasis on the gathering and writing of news. Prerequisite, English I*ab*. Two hours a week, second semester.

VIII*a*. Credit hours 3.

AMERICAN LITERATURE.—A survey of the colonial period and study of representative works of Irving, Cooper, Bryant, Hawthorne, Emerson, Longfellow, Whittier, Holmes, Poe and Whitman. Three hours, first semester. Not offered in 1922-1923.

IX*a*. Credit hours 2.

DEBATES.—A course open to all college students.

IX*b*. Credit hours 2.

EXTEMPORANEOUS SPEAKING.—The course covers a study of various kinds of short informal speeches; their construction and delivery. Practice speaking comprises a major part of the work. Speeches are required that aim to develop the student's ability to talk under various conditions. Two hours a week, second semester.

FRENCH

A major in French shall consist of Courses I, II, III, IV, and V (24 hours). A student pursuing this major must also take one of the following: Advanced English, 6 hours; Latin, 16 hours; German or Spanish (exclusive of Course A), 12 hours; History, 12 hours; courses from the Political Science department, 12 hours.

A*ab*. Credit hours 8.

Open to Freshmen and to preparatory students who have successfully completed Preparatory French. Grammar, conversation and dictation.

Texts selected from: Halévy, "L'Abbé Constan-

tin''; Malot, ''Sans Famille''; ''Contes Bleus''; Labiche et Martin, ''Le Voyage de M. Perrichon''.

I*ab*. Credit hours 8.

Prerequisite, Course A. Careful study of grammar. Oral and written reproduction of selected passages of texts read.

Texts.—Bruce, ''Grammaire Française''; Lamartine, ''Jeanne d'Arc''; Hugo, ''La Chute''; Pailleron, ''Le Monde où l'on s'ennuie''; Buffum, ''French Short Stories''.

II*ab*. Credit hours 4.

Prerequisite, Course I. Advanced course in reading, composition and conversation.

III*ab*. Credit hours 4.

A brief survey of early French literature and study of seventeenth century literature with special emphasis upon Corneille, Molière and Racine. Not offered 1922-1923.

IV*a*. Credit hours 2.

Study of eighteenth century literature with special emphasis upon Voltaire, Rousseau, Beaumarchais and Marivaux. Not offered 1922-1923.

IV*b*. Credit hours 2.

The Romantic School. Not offered 1922-1923.

V*ab*. Credit hours 4.

Study of modern French literature with especial emphasis upon Flaubert, Maupassant, Daudet, Anatole France, Bourget, Rostand and Maeterlinck.

GEOLOGY

I*ab*. Credit hours 6.

The principles of general geology. Three hours per week throughout two semesters. The work of the first semester deals with structural geology and earth processes, that of the second with historical geology and the study of fossil remains. Throughout the course the dynamic viewpoint of geology will be emphasized. Two lecture periods and one laboratory, field or museum period per week.

Text.—Chamberlain and Salisbury, A College Text-book of Geology.

GERMAN

Students wishing to qualify for German I must offer two units of entrance work in the language or a certificate of one year's work in a college.

A*ab*. Credit hours 8.

Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft, German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee;

Hillern, Höher als die Kirche; or equivalents. Second semester a simple prose text. Four hours a week.

I*ab*. Credit hours 8.

Prerequisite, Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Wilkommen in Deutschland; Im Vaterland; Goethe, Herman und Dorothea; Schiller, der Neffe als Onkel; Zschokke, der zerbrochene Krug, or equivalents. Four hours a week.

II*ab*. Credit hours 6.

Prerequisite, Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

III*ab*. Credit hours 6.

An advanced course in German literature open to those who have completed Course II.

GREEK

A major in Greek shall consist of 26 credit hours of Greek. A student pursuing this major must also take 16 credit hours of Latin and two years' work in French or German.

I*ab*. Credit hours 8.

The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II*ab*. Credit hours 6.

In the second year, the third book of the Anabasis and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III*ab*. Credit hours 6.

During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

HISTORY

A major in History shall consist of three full year courses, including History III, selected from those listed below. A student pursuing this major must also take course I*ab* in the Department of Political Science. He is required to take one year of advanced English or two years of college Latin.

I*ab*. Credit hours 6.

MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining

the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Given in alternate years. Given 1922-1923.

II*ab*. Credit hours 6.

ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time. Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as a requirement of Sophomores. Given in alternate years. Will not be given in 1922-1923.

III*ab*. Credit hours 6.

AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial Period through the expansion of America into a World Power will be studied. Text-books will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Politi-

cal Science Group; elective in Junior or Senior year in all other groups. Given in alternate years. Given 1922-1923.

IV*a*. Credit hours 4.

AMERICAN GOVERNMENT.—The purpose of this course is two-fold: to prepare students for more advanced study of government and to make them more intelligent citizens. The course deals with the origin, structure and development of national, state and local governments in the United States. Sophomores, Juniors, Seniors. Open to those who have had American History. Four hours a week, first half year. Not offered in 1922-1923.

IV*b*. Credit hours 4.

COMPARATIVE GOVERNMENT.—This course offers a comparative study of the constitutions and forms of government of the United States, England, Germany, France and Switzerland. Text-book and lectures. Juniors and Seniors. Second half year. Not offered in 1922-1923.

HOME ECONOMICS

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the subject. Courses in related

sciences are given in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among these courses are Chemistry VI, a course in food chemistry; and Biology V, which deals with the physiology of the digestive system, bacteriology and sanitation.

These courses as well as a course in general chemistry are required of all students specializing in Home Economics.

The laboratories, a suite of three rooms, including a cookery laboratory, three large pantries, a dining room, and a sewing laboratory, are large and well lighted, and are entirely adequate to the needs. They are fully equipped, providing to each student opportunity for individual work.

A major in Home Economics shall consist of all the courses listed below or their equivalent. A student pursuing this major must also take Chemistry VI and Biology V.

I*a*. Credit hours 2.

FOODS AND COOKERY.—This course includes a general survey of the principles of cookery. The five food principles are studied in detail, and practice is given in the cooking of those foods which serve best as illustrations. The course includes, also, a study of the history of foods, their growth and manufacture. The class prepares and serves two meals. Four hours laboratory per week. Sophomore year, first half year.

II*b*. Credit hours 2.

CLOTHING AND TEXTILES.—In this course instruction is given in hand and machine sewing; knitting, darning and patching. Simple garments, including underwear, bungalow aprons, and house dresses are made. Four hours laboratory per week, second half year, Sophomore year.

III*a*. Credit hours 2.

HOME PROBLEMS.—This course includes instruction in the various problems relating to the home. It deals particularly with the following: House cleaning; emergencies that may arise in the home; first aid methods; the causes and prevention of contagious diseases; laundering of cotton, linen, woolen and silk fabrics. Two hours recitation per week. First half year, Sophomore year.

IV*b*. Credit hours 2.

ART APPRECIATION.—This course includes a general survey of the fields of architecture, sculpture and painting from ancient to modern times. Study is made also of principles involved in city planning, house decoration and costume design. Two hours per week recitation. Second half year, Sophomore year.

V*a*. Credit hours 2.

CLOTHING AND TEXTILES.—A continuation of previous work in clothing. Garments more difficult in design and construction. A study of textiles gives primitive forms of textile industries; their later development; characteristics of cotton, linen, woolen

and silk fibers. These facts are applied to purchasing of fabrics; to laundering of fabrics. Four hours laboratory per week. First half year, Junior year.

VI*b*. Credit hours 2.

FOODS AND COOKERY.—A continuation of previous courses in Cookery, with emphasis on menu making and table service. Four hours laboratory work per week. Second half year. Two hours credit. Junior year.

VII*a*. Credit hours 2.

HOUSE PLANNING.—A study of the evolution of the house; making of plans for modern houses; convenience and use of individual rooms; finish of wood work and walls; principles of decoration. Two hours per week of recitations. First half year, Junior year.

VIII*b*. Credit hours 2.

HOME SANITATION.—This course includes a study of the fundamental principles of sanitation as relating to a home. It deals particularly with the following problems: Selection of site for the house; situation of the house; care of the house with special reference to plumbing, heating, lighting and ventilation; destruction of household pests. Two hours per week of recitations. Second half year, Junior year.

IX*a*. Credit hours 2.

DIETETICS.—This course includes a study of the nutritive value of foods, with particular reference to the feeding of the individuals of different ages from childhood to old age. Dietaries for invalids and for

those suffering from diseases requiring special feeding are planned and prepared. Four hours laboratory work per week. First half year, Senior year.

X*b*. Credit hours 2.

DRESSMAKING AND MILLINERY.—Drafting of patterns; use of commercial patterns; characteristics of various fabrics and their suitability for various types of clothing. Making of shirt waist, house and afternoon dress. Work in millinery includes making of frames for hats; covering frames; trimming; retrimming of old hats. Four hours laboratory work per week. Second half year, Senior year.

XI*ab*. Credit hours 4.

METHODS IN HOME ECONOMICS.—This course includes a study of applied Home Economics from two viewpoints: (1) In the home. This deals with the correct apportionment of the family income; efficiency in management. Each Senior spends a certain length of time in practice housekeeping in the model cottage. (2) In the school. A study is made of the Home Economics movement; the development of the work and its introduction into our schools, colleges, and universities. Courses of study are planned for various types of schools. Each Senior is required to do practice teaching. Two hours recitation per week. Throughout the year, Senior year.

LATIN

The purpose of this department is to familiarize the student first with Latin literature of the Augustan

period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

A major in Latin shall consist of four full year courses from those listed below. A student pursuing this major must also take two years of Greek.

I*a*. Credit hours 3.

LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. First half year. Freshman.

II*b*. Credit hours 3.

TACITUS.—This course embraces the Germania and Agricola. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Three hours a week. Second half year. Freshman.

III*ab*. Credit hours 2.

PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week. Throughout the year.

IV*a*. Credit hours 4.

SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrating Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Second half year.

V*a*. Credit hours 4.

SELECTIONS FROM OVID AND PROPERTIUS. — This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. First half year.

VI*b*. Credit hours 4.

HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Second half year.

VII*a*. Credit hours 4.

CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a

study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. First half year.

VIII*a*. Credit hours 3.

ROMAN COMEDY.—This course embraces the Captive and Trinumus of Plautus, the Phormio and Adelphoe of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. First half year.

IX*b*. Credit hours 3.

TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Second half year.

MATHEMATICS

A major in Mathematics shall consist of courses I, II, III, and IV. A student pursuing this major must also take Physics I.

I*a*. Credit hours 5.

COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra,

and includes logarithms, progressions, undetermined coefficients, the binomial theorem for fractional and negative exponents, permutations and combinations, and a brief introduction of the theory of equations. Required of all Freshmen. Five hours. First half year.

Text.—Wells' College Algebra.

Ib. Credit hours 3.

SOLID GEOMETRY.—Required of all Freshmen who do not present it for entrance. Three hours. Second half year.

Text.—Wentworth and Smith.

Ic. Credit hours 2.

PLANE TRIGONOMETRY.—Derivation of formulae with their application; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all Freshmen. Two hours. Second half year.

Text.—Wells' New Plane Trigonometry.

IIa. Credit hours 4.

ANALYTIC GEOMETRY.—Discussion and construction of loci; the straight line; circle; parabola, ellipse and hyperbola; polar co-ordinates; tangents; also geometry of three dimensions, including the curve in space, the plane and quadratic surfaces. Four hours a week. First half year.

Text.—Smith and Gale's New Analytic Geometry.

II*b*. Credit hours 4.

ANALYTIC GEOMETRY AND MECHANICAL DRAWING. —The Analytic Geometry described in II*a* is continued two hours a week and two hours a week is given to mechanical drawing. Second half year.

III*ab*. Credit hours 8.

DIFFERENTIAL AND INTEGRAL CALCULUS.—Differentiation and integration of algebraic and transcendental functions; areas, volumes, and surfaces; infinite series; maxima and minima; properties of curves and radius of curvature; numerous applications to geometry; physics, chemistry and engineering. Required of all students majoring in Mathematics or Physics. Prerequisite, Mathematics II. Four hours throughout the year.

Text.—Granville.

IV*ab*. Credit hours 8.

DIFFERENTIAL EQUATIONS.—The solution of ordinary and partial differential equations of the first and higher orders. Geometrical, mechanical, and physical applications. Prerequisite, Mathematics III. Three hours throughout the year.

Text.—Murray's Differential Equations.

V*b*. Credit hours 3.

SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit, and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land.

Profile leveling and establishing grades. Computation of areas. Correct forms of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Prerequisite, Mathematics Ic. Three hours. Second half year.

VI*a*. Credit hours 2.

DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained.

A telescope, solar transit, students' spectrometer, and sextant enable the students to supplement their work with observations as required. Two hours. First half year.

PHILOSOPHY

I*a*. Credit hours 3.

PSYCHOLOGY.—A course in general Psychology seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. First half year. Required of all Juniors.

Text.—James' Psychology, Briefer Course.

II*b*. Credit hours 3.

HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of mod-

ern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The text-books used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Philosophy." Lectures, discussions and a thesis. Senior or Junior year. Three hours. Second half year. Offered in alternate years. Not offered 1922-1923.

III*b*. Credit hours 3.

Ethics.—In this course the trend of Christian ethics is considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with text-book and a theme on some phase of ethical study. Three hours. Junior or Senior year. Second half year. Offered in alternate years.

IV*b*. Credit hours 2.

Logic.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Second half year.

Text.—Jevon's Lessons in Logic.

For other courses, see Department of Education.

PHYSICS

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall.

A major in Physics shall consist of three full year courses, including I*ab* and II*ab*, selected from those listed below. A student pursuing this major must take Mathematics II and III.

I*ab*. Credit hours 8.

GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and two two-hour laboratory periods each week throughout the year.

No credit will be given for less than a year's work.

Text.—Kimball, College Physics.

II*ab*. Credit hours 6.

ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. Three hours throughout the year—lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

III*b*. Credit hours 3.

THEORETICAL MECHANICS.—During the first quarter the subject is developed historically. During the second quarter a more detailed study is made of

problems in statics, dynamics of a particle, and elementary rigid dynamics. Prerequisite, Physics I. Lectures and recitations. Second half year.

IV*a*. Credit hours 3.

ELECTRON THEORY AND RADIOACTIVITY. — A study of Kathode Rays, conduction of electricity through gases, theories of atomic structure, radioactivity and X-rays. Prerequisite, Physics I. Lectures and recitations. First half year. Not offered 1922-1923.

IV*b*. Credit hours 3.

ELECTRIC WAVES.—Production and reception of damped and undamped waves with a special study of the three-element vacuum tube. Prerequisite, Physics I. Second half year. Not offered 1922-1923.

POLITICAL SCIENCE AND ECONOMICS

I*ab*. Credit hours 6.

ECONOMICS.—The purpose of this course is to give the fundamental principles underlying our industrial life. The course is based upon the study and discussion of a text-book supplemented by lectures and assigned readings on current economic problems. Juniors and Seniors. Three hours throughout the year.

II*a*. Credit hours 3.

POLITICAL SCIENCE.—The purpose of this course is to furnish an introduction to the study of the nature, origin, and evolution of the state, the more

important political theories and the organization and operation of government.

Text-book, assigned readings and reports. Juniors and Seniors. First half year.

III*a*. Credit hours 3.

SOCIOLOGY.—The purpose of this course is to furnish an introduction to the study of society. A study is made of the development of modern social institutions and attention is given to a consideration of social forces, social processes, policies and principles. Text-book, assigned readings, lectures and reports. Juniors and Seniors. First half year.

For other courses, see Department of History and Department of Education.

RELIGIOUS EDUCATION

I*a*. Credit hours 3.

THE CHURCH SCHOOL.—A study will be made of the organization and administration of the Sunday school. Special attention will be given to the departmental school, making local application where possible. In addition a study will be made of the necessary equipment, methods of keeping records and measuring the growth and development of the school. Three hours first semester.

II*b*. Credit hours 3.

TEACHING THE SUNDAY SCHOOL CLASS. — This course will make a study of the art of teaching a Sunday school class, including a study of the material

to be used and the equipment required. There will also be a study of the story and its use in the Sunday school, with practice work in the class, and a study of the methods for training the devotional life. Three hours second semester.

III*a*. Credit hours 3.

The Rural Community.—A study will be made of the conditions that confront the rural communities. The study will face the moral, religious, social and educational problems of rural and village life. As far as possible the conditions prevailing in North Carolina will form the base of the study, and all through the course the point of view will be that of the churchman. Three hours first semester.

IV*b*. Credit hours 3.

The Pastor and His Work.—This course will include a study of the organization of the church for work in the community from the pastor's point of view. A large section of the course will be a study of the sermon and its construction. Practice work will be required in the class room. Three hours second semester.

V*a*. Credit hours 3.

Foreign Missions.—This course includes a study of the religions, history of Christian Missions, missionary methods and biography of the different fields as they are presented. The course will consist of required readings, lectures and reports. Three hours first semester.

VI*b*. Credit hours 3.

HISTORY OF QUAKERISM.—This course deals with the history of the Society of Friends from the time of George Fox up to the present. Attention will be given to the conditions in England and America previous to the time of Fox. The various periods of Quaker history will be studied, including the founding of Pennsylvania, the migrations west, the separations, and the modern tendencies. Three hours second semester.

For other courses, see department of Biblical Literature.

SPANISH

The aim of this department is to give the student a knowledge of written and spoken Spanish not only for commercial purposes, but literary as well.

From this standpoint, the student is enabled to gain a two-fold knowledge of the language, by studying the life, customs and industries of our gifted neighbors on the south, and the best known works of the authors from the mother country, Spain. Both phases are emphasized in order to meet the desires of all.

No previous knowledge of Spanish is required for entrance to Course A.

A*ab*. Credit hours 8.

Texts.—Brief Spanish Grammar, Ingrahm and Edgren; Poco A Poco, Hall; First Spanish Reader, The Hispanic Series, Espinosa; Primer Libro de Lec-

tura, Walsh; Elementary Spanish-American Reader, The Hispanic Series, Berge-Soler and Hatheway. Four hours per week.

I*ab*. Credit hours 8.

Prerequisite, Course A or a two-year high school course. Four hours per week.

Texts.—Brief Spanish Grammar, Ingrahm and Edgren; Elementary Spanish-American Reader, The Hispanic Series, Berge-Soler and Hatheway; Essential Spanish Words and Phrases, Philip Dougherty; Fortuna, Escrich; Zaragüeta, Carrión and Aza; Spanish Composition, J. P. W. Crawford; El Reino de Los Incas, Garcilasco de la Vega; Novelas Cortas, Alarcón; Spanish Fables in Verse, E. C. and J. D. M. Ford.

MUSIC

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged which will tend to cultivate the taste, develop the mind and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

For entrance to the courses leading to a music diploma the following work is required:

English	3 units
Mathematics	2 units
Language	3 units
History	1 unit
Music	2 units
Elective	3 units
	14 units

Diplomas are given to those who complete the courses.

Credit toward the bachelor's degree to the amount of not more than eight hours will be allowed for work in the Junior and Senior years in Piano and Voice. This credit will not be allowed except upon the recommendation of the instructor in charge.

PIANO

This course covers a period of four years.

The attention of the student is called to the fact that there are extra charges in the Music Course. For tuition expenses in this department, see page 108.

An outline of the work required for a diploma in music is given below. Students who are taking the collegiate work leading to a bachelor's degree will be required to do only the music given in this outline. Students who are not planning to take a bachelor's degree must do all this work before receiving a diploma.

FRESHMAN

English	8
French	8
Elective	8
Theory	2
Piano	8
	34

Required practice per week, 10 hours.

SOPHOMORE

English	4
French	8
History	6
Harmony	4
Sight Singing	4
Piano	8
	34

Required practice per week, 12 hours.

JUNIOR

English	6
German	8
Psychology and Philosophy	6
Harmony	2
History of Music	2
Piano	8
	32

Required practice per week, 12 hours.

SENIOR

German	8
Counterpoint	4
Piano	12
Bible	8
	32

Required practice per week, 14 hours.

FRESHMAN

Special attention will be given to hand position, the proper use and control of fingers, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

SOPHOMORE

Finger and wrist exercises, scales taught in contrary and parallel motion, grouping by accents or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Selected studies from Czerny, Burgmüller, Loeschhorn, Op. 65, Bach's Two Part Inventions.

JUNIOR

Technical exercises. Scales in double thirds and sixths.

Studies by Bertini; Heller, Op. 47 and 45; Czerny, Op. 299; Bach; Loeschhorn, Op. 66; Czerny's "Legato and Staccato"; Sonatinas and easier Sonatas by Haydn, Mozart, Beethoven.

Mendelssohn's "Song Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint-Saens, Chopin, Schubert and others.

SENIOR

Technical exercises.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concertos by Beethoven, Mendelssohn and others.

Upon the satisfactory completion of the regular four years' theoretical and literary course, together with the four years' course in piano, the candidate for a diploma must satisfactorily perform programs conforming to the following schedule:

A concerto of advanced difficulty, a Beethoven sonata, selections from the more important works of Schumann, Chopin, Grieg, and composers of the modern schools.

VOCAL

The course covers a period of three years and comprises a thorough study of the correct principles of voice production and art of singing. Relaxation, breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to diction in English, Italian, German and French, as well as to artistic interpretation.

For graduation from the Vocal Department, the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

First Year

Vocalises: F. Sieber, Op. 92-97 for corresponding voices; Concone, Op. 9, and similar studies.

Repertoire: Songs will be selected mainly from folk songs and classical repertoire. Small songs like the following may be given for examination at the end of the first year: Folk Songs; "The Blue Bells of Scotland"; "All Through the Night" (Welsh Air); "Drink to Me Only With Thine Eyes" (Old English); Mendelssohn, Op. 9, No. 5, "In Autumn"; Op. 8, No. 7, "May Song"; Op. 99, No. 3, "The Favorite Spot"; Weber's "Cradle Song".

SECOND YEAR

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: "Salvatore Marchesi," Op. 15, twenty elementary and progressive vocalises; Concone, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: MacDowell's Op. 47, No. 1, "The Robin Sings in the Apple Tree"; Mendelssohn's Op. 71, No. 3, "To the Distant One"; Op. 47, No. 6, "By the Cradle"; Franz, Op. 5, No. 5, "Maid with Lips Like Roses Blooming"; Op. 9, No. 3, "Entreaty"; Schumann's Op. 127, No. 2, "Thy Lovely Face"; Op. 79, No. 14. "Ladybird".

To the repertoire of the second year should be added also the anthology of Italian song of the seven-

teenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

THIRD YEAR

Technique: With normal development, the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, twenty-four easy vocalises; Parofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms and modern songs by American, French and German composers are included in this year. Selections from standard oratorios and operas are also studied.

FINAL EXAMINATIONS

The quality of each voice should be good (considering the natural quality of each voice as the standard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish

it at will. During the second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation and interpretation.

SIGHT SINGING

The object of this course is to enable the student to sing an ordinary melody at first sight, to know at first sight how music should sound and to write a melody after learning it.

This course is especially for beginners. It begins with the simplest intervals and rhythms and progresses until it includes difficult passages in modern vocal music. Two hours a week.

Text.—Dannhauser, Exercises in Solfeggio, Books I, II and III.

THEORY

I*ab*. Credit hours 2.

Acoustics, only those facts which are of the utmost importance to musicians, are considered. Musical terminology; the orchestra and its instruments; study of rhythm and accent; embellishments; metre; hymn construction; figure treatment; phrasing; melodic construction; song forms; sonata forms; symphony; rondo, concerto; overture; aria form; recitative; canon, counterpoint; figure.

This course gives the student the knowledge to analyze, phrase and teach the various forms of music. One hour a week throughout the year.

Text.—Elson's Theory of Music.

HARMONY

I*ab*. Credit hours 2.

This course begins with the study of scales, construction of major and minor scales leading to given intervals; study of triads; common chords; harmonizing melodies, either a given soprano melody or a figured bass; harmony in the minor; chords in first and second inversions; cadences; chords of the seventh; uses of dominant seventh chords and sequences. One hour a week.

Text.—Preston Ware Orem's Harmony Book.

II*ab*. Credit hours 4.

In the second year the course begins with the study of melody making; modulations; altered chords; non-harmonic tones; accompaniments; harmonization of chorales. Two hours a week.

Texts.—Chadwick's Harmony, Exercises by Benjamin Cutter.

HISTORY OF MUSIC

I*a*. Credit hours 2.

A course in the history of music is offered for the benefit of the students in music. Two hours a week first semester.

VIOLIN

Those who wish to take violin should write to the president of the college in regard to the matter.

PREPARATORY WORK

In order to provide for graduates of schools that do only three years of high school work and for other high schools that do not prepare for college, we offer the work described below. Students who have completed ten units of high school work, including two years of English and all of high school Algebra, will be admitted to this preparatory department.

FIRST HALF YEAR		SECOND HALF YEAR	
English C	5	English C	5
Cæsar	5	Cæsar	5
Cicero	5	Virgil	5
Plane Geometry	5	Plane Geometry	5
American History	4	American History	4
Science	4	Chemistry A	4

ENGLISH

C*ab*. English C completes the preparation for college work. Constant practice in the various forms of composition is given. Correct expression, grammatical accuracy, and the logical construction of long papers are the chief objects of the course. Five classics are read.

English C is required of all students who have had only three years of High School work and also of all students who have presented only two units of entrance credit in English.

Texts.—Canby and Opdycke, "Elements of English Composition"; Burke's Conciliation with Amer-

ica; Macbeth; Essay on Burns; Essay on Johnson, and Milton's Minor Poems.

LATIN

B*ab*. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books (I-IV). Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the texts are emphasized. Five hours a week.

C*a*. CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

C*b*. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A thorough drill in syntax is given. Poetic peculiarities and prosody are studied.

FRENCH

For those students who wish to offer two units of French for entrance the following provision has been made:

PREPARATORY FRENCH.—Entrance credit, one unit. Open to any preparatory student. Essentials of grammar, conversation. "La Belle France."

FRENCH A.—Entrance credit, one unit. Prerequisite for preparatory students, Preparatory French.

Grammar, conversation, dictation.

Texts selected from the following: Halévy, "L'Abbe Constantin"; "Contes Bleus"; Labiche et Martin, "Le Voyage de M. Perrichon"; Malot, "Sans Famille".

MATHEMATICS

PLANE GEOMETRY.—Five books and numerous original exercises. Five hours throughout the year.

Text.—Wentworth and Smith.

HISTORY

B*ab.* AMERICAN HISTORY.—A course in the history of the American nation is offered to students in the preparatory work. This may be used as an elective in making up the required number of entrance units. Four hours a week throughout the year.

SCIENCE

A*a.* The work in Science during the first half year will consist of general work in science with emphasis upon physics, physiology, physiography or biology, according to the needs of the class and the work they have had before coming to Guilford.

A*b.* CHEMISTRY.—The second half of the year will be devoted to an elementary preparatory course in general chemistry. Recitations and laboratory work. This prepares students for the college work in Chemistry.

THE MUSEUM

The cabinet of natural history specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 specimens. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

COLLEGE ORGANIZATIONS

LITERARY SOCIETIES

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

THE Y. M. C. A. AND Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the College. Joint meetings of the two Associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these Associations.

Bible classes are held Sunday morning in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a Christian influence which penetrates every phase of college activity.

THE COLLEGE CHORUS

The College Chorus is a mixed choir of fifty voices. The music studied is from the best composers. Each Monday evening at 6:45 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Mr. White.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, the alumni editor, the business manager and the two faculty advisers are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: President, J. O'Neal Ragsdale; vice-president, Henry Davis; secretary, Rhesa L. Newlin; registrar, Julia S. White.

The Alumni Association, through its committees, extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at commencement and the other in August. The Association pub-

lishes a bulletin in which reports of the year's proceedings can be found.

THE ATHLETIC ASSOCIATION

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee which makes him a member of the Association with full athletic privileges, along with the right to attend the college athletic contests.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The major sports are: Track, football, basketball, baseball and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term who registers after October 1st, nor shall any student become a member of a team during the Spring who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least eight hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

PHYSICAL EDUCATION FOR WOMEN

AIMS

The aims of the department are as follows: (*a*) to provide an incentive and an opportunity for every student to engage in exercise daily for the promotion of health and efficiency; (*b*) To create enthusiasm and a constructive interest in play.

REQUIRED WORK

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. All students are required to take fifty per cent of their one hundred hours of exercise in class work, except during their Junior and Senior years.

MEDICAL AND PHYSICAL EXAMINATIONS

A medical and physical examination of all students will be required preliminary to their participation in the work of the department. No one will be permitted to engage in competitive athletics unless physically fit.

VOLUNTARY EXERCISE

Inter-class and inter-group contests will be conducted in all sports and activities, and are open to all students who are physically fit.

CREDIT

The amount of physical culture that is taken is entered upon the students' college record, and thereby becomes a part of any statement of the work completed by the student.

PUBLICATIONS

The Guilford College Bulletin is issued by the College four times a year. Included under this are: The Catalogue, The Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription price is $1.50 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to two years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems and sketches of the various student activities of the College.

The Y. M. C. A. Yearbook is published during the summer by the Y. M. C. A. It contains all the information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford and Bryn Mawr College each offer annually to Guilford College a scholarship. In selecting members of the Senior Class to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account. No one will be considered eligible to these scholarships who has not been a student at Guilford College for at least two years.

HAVERFORD

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained above.

BRYN MAWR

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above.

BIBLE TEACHERS' TRAINING SCHOOL FELLOWSHIP

The Bible Teachers' Training School, of New York City, offers a fellowship in their School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

MARVIN HARDIN SCHOLARSHIP

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, has endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the Spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

PRIZES

LITERARY SOCIETY PRIZES IN ORATORY

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

LITERARY SOCIETY PRIZES FOR IMPROVEMENT

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

DECLAMATION PRIZES FOR HIGH SCHOOLS

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

HONORS

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent in any subject, shall be entitled to "Honors".

Members of the Junior class who receive an average grade of 95 per cent in their major work and do not receive a grade below 90 per cent in any subject shall be entitled to "Special Honors".

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent, shall be entitled to "Highest Honors".

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great care is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or if he fails to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed or his parents requested to withdraw him.

Students not members of the Senior or Junior classes, wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other

dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds. If any student persists in using it elsewhere, his standing thereby will be lowered and so entered upon his record.

During the Christmas and Easter vacations no meals will be served at the College and all rooms must be vacated.

EXPENSES

The amounts given below cover the board, room rent, laundry, tuition, registration fee, athletic fee, library fee and lecture fee for the entire academic year of nine months.

Boys living in Cox Hall	$345.00
Girls living on second floor Founders Hall	335.00
Girls living on third floor Founders Hall	325.00
Girls living in New Garden Hall, not including laundry (estimated)	210.00
Boys rooming in Archdale Hall	300.00
Boys who are day students	98.00
Girls who are day students	95.00

Students who study Biology, Chemistry, Geology, Physics or Surveying will be charged laboratory fees and those studying Home Economics and Music pay fees in addition to the amounts given above. For these charges see the following pages.

College students taking more than 18 hours of work and preparatory students taking more than 20 hours must pay $2.00 extra for each additional hour.

A deposit fee of $2.00 for women and $5.00 for men is required. After all unnecessary damages are assessed the remainder is returned at the end of the year.

A graduation fee of $10.00 is charged at the end of the college course.

The matron of the College looks after cases of slight illness, but in cases requiring a physician the student is charged for medical attention and nursing.

Thirty per cent of the total charges for the year are due at the beginning of the year, September 12th; 20 per cent on November 15th; 30 per cent at the beginning of the second half year, January 29th, and 20 per cent on April 3rd. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

Except in special cases, no reduction is made for students who enter college late. No reduction for a fraction of a week will be made.

A fee of $2.00 is charged for the privilege of late registration.

LABORATORY FEES

Laboratory fees not included in the foregoing statements are as follows:

Chemistry A or VI	$ 5.00
Other courses in Chemistry	15.00
Biology	8.00
Geology	4.00
Surveying	1.00
Physics	10.00
Preparatory Science	3.00
Home Economics (8 hours' work)	25.00
Mechanical Drawing	1.50

COST OF INSTRUCTION IN MUSIC

Piano, two lessons per week	$60.00
Vocal lessons, two lessons per week	60.00
One lesson a week, in Piano	36.00
Use of Piano for practice, one period daily	10.00
Each additional period	6.00
Certificate for graduation in Music	5.00

Day students taking music only will be charged $75.00 a year.

Students living in the dormitories must take at least one college subject in addition to their music.

Music students who take but one college subject will be charged $45.00 less than the sum of the amount for music and the other college subjects. Music students who take two college subjects will be charged $15.00 less than the total amount for music and other college subjects.

NEW GARDEN HALL FOR YOUNG WOMEN

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about $8.00 or $9.00 per month for each girl. Girls in this Hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $18.00 per year.

LOAN FUNDS

The College is in possession of several funds, the income from which is loaned deserving students. Students who use these funds sign a note which does not bear interest until date of leaving college. The signature of some other responsible person is required. Three of these funds are: The Miles White Beneficial Society Loan Fund, The Philadelphia Fund, and the Richardson Fund, the combined income from which is about $1,200.00 annually. The College Loan Fund consists of the gradual accumulation from payments of former loans. A loan fund has also been created by the Alumni Association.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest.

SELF-HELP

Guilford offers many opportunities for self-help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money. Some students secure positions as waiters or janitors,

while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

ROOMS

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before May 1st. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. Every student must make his bed and put his room in order before 10 o'clock each morning. All rooms will be inspected periodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candlepower than 25-watt Mazda.

GENERAL INFORMATION

Students are met at the Guilford College station, on the railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station a moderate charge will be made to students, members of the faculty, or visitors.

On arriving at the College at the beginning of the term, young men should go to the office of the Dean of men in the center section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the Dean of Women at Founders Hall or the matron at New Garden. Students should then go to the President's office in Memorial Hall and be properly registered and to the Dean's office to be classified.

The next step is to go to the Treasurer's office. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the treasurer, thus indicating that satisfactory financial arrangements have been made.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing sent to the laundry must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College post office is "Guilford College, North Carolina," and all mail should be so addressed.

DEGREES, PRIZES AND HONORS
1920-1921

DEGREES

The following degrees were conferred on commencement day, May 31st, 1921:

BACHELOR OF ARTS

Frances Willard Bulla
Robert Chapman Bulla
Myrtle Roella Cox
Dovie Hepler Hayworth
Florence Nightingale Martin
Ada Lea McCracken
Algia Innman Newlin
Herman Clyde Raiford
Okie Irene Raiford
Esther Thomas Stewart
Grace Elizabeth Stone
Lindley Ernest Tremain
Rawleigh Lewis Tremain
Berry Lee White

BACHELOR OF SCIENCE

Madge Albright Coble
Mary Dixon
Clara Barton Farlow
Edward Lewis Hollady
Marjorie Williams

SCHOLARSHIPS AND PRIZES

Bryn Mawr Scholarship Myrtle Roella Cox
Haverford Scholarship Algia Innman Newlin
Marvin Hardin Scholarship Elma Ruth Reynolds
Websterian Orator's Prize Hersal Luther Macon
Henry Clay Orator's Prize J. Spottiswood Taylor
Philomathean Orator's Prize Elma Ruth Reynolds
Zatasian Orator's Prize Eva Gertrude Holder
Websterian Improvement Prize Fred C. Winn
Henry Clay Improvement Prize Allison A. White
Philomathean Improvement Prize Lillian H. Hadley
Zatasian Improvement Prize Nellie Francis Allen
Freshman Declamation Prize Helen Orval Johnson
Peace Contest Prize William A. Wolff
High School Declamation Contest—
Prize for the Girls Jennie May Cannon
Prize for the Boys George Poe

STUDENTS

GRADUATE STUDENT

Knight, Louetta Ellen Guilford College, N. C.

SENIORS

Brown, Annie Estelle Woodland, N. C.
Cox, Florence Talitha Goldsboro, N. C.
Farlow, Ralph Kelsey Guilford College, N. C.
Hodgin, Sydnor Gladstone Winston-Salem, N. C.
Hollady, Everette Lewis Guilford, N. C.
Lindley, Mary Blanche Snow Camp, N. C.
McBane, Henry Grady Saxapahaw, N. C.
Newlin, James Curtis Saxapahaw, N. C.
Outland, Ruth Evangeline Woodland, N. C.
Pancoast, Ruth Isabel Purcellville, Va.
Raiford, Lulu Jackson Ivor, Va.
Raiford, Margaret Edna Ivor, Va.
Rudd, William Lee Burlington, N. C.
Teague, Eurie Ellen Liberty, N. C.
Ward, Mabel Cornell Rich Square, N. C.
White, Esther Katherine Guilford College, N. C.
White, Fernando Murray Belvidere, N. C.
White, James Hugh Belvidere, N. C.
White, Marianna High Point, N. C.
Williams, Lyle Lyndon East Bend, N. C.
Yates, Elizabeth Winston Guilford College, N. C.
Zachary, Alta Cora Graham, N. C.

JUNIORS

Allen, Nellie Frances Snow Camp, N. C.
Bostick, Helen Worth Worthville, N. C.
Carroll, Nell Pemberton Mizpah, N. C.
Crews, C. A. Dewey Walkertown, N. C.
Farlow, Vera Gertrude High Point, N. C.
Henley, Clara Barton Taylorsville, N. C.
Johnson, Hattie Allene Siler City, N. C.
Lassiter, Henrietta Mechanic, N. C.
Merriman, Charles Benbow Oak Ridge, N. C.

Mock, Lena Josephine Clemmons, N. C.
Motley, Sara Hope Danville, Va.
Pearson, Ruth Hazel Dudley, N. C.
Rabey, Lois Marie Suffolk, Va.
Raiford, Clementine Ivor, Va.
Reynolds, Elma Ruth High Falls, N. C.
Robertson, Helen Frances Guilford College, N. C.
Robertson, Mabel Delphina Guilford College, N. C.
Rush, Alta Gertrude Guilford College, N. C.
Taylor, James Spottiswood, Jr. Danbury, N. C.
Wolff, William A. Greensboro, N. C.

SOPHOMORES

Allred, David Edgar Greensboro, N. C.
Beaman, Marie Ruth Troy, N. C.
Blair, William Wesley Greensboro, N. C.
Brooks, Elizabeth Hanner Mt. Vernon Springs, N. C.
Cannon, John Webb Guilford College, N. C.
Casstevens, Minnie Yadkinville, N. C.
Chilton, Emma Alice Ararat, N. C.
Clodfelter, Shelly Loraine High Point, N. C.
Farlow, Elbert Wray High Point, N. C.
Farlow, Zelma Leah Guilford College, N. C.
Finch, Mary Ruth Guilford College, N. C.
Harris, Samuel Parkin Thomasville, N. C.
Holder, Eva Gertrude Tobaccoville, N. C.
Lassiter, Robert Glenn Mechanic, N. C.
McCracken, Zola Elizabeth Guilford, N. C.
McGee, Frank Germanton, N. C.
Macon, Hersal Luther Climax, N. C.
Marshall, Annie Rooney Westfield, N. C.
Norman, Loula Atha East Bend, N. C.
Osborne, Virginia Pleasant Garden, N. C.
Paul, Ophelia Ring Elkin, N. C.
Ragsdale, Ruth Madison, N. C.
Shore, Henry Bascom East Bend, N. C.
Shore, Marvin H. Yadkinville, N. C.
Taylor, Nellie Luna Danbury, N. C.
Watkins, Ethel Lenore Wadeville, N. C.

FRESHMEN

Andrew, Mattie Liberty, N. C.
Ayers, Una Florence Summerfield, N. C.
Bingham, Fannie Blanche Farmer, N. C.
Blalock, Nida Lee Guilford College, N. C.
Branson, Byron Russell Goldsboro, N. C.
Brown, Edwin Pierce George, N. C.
Bundy, Ruby Gertrude Jamestown, N. C.
Cannon, Jennie Howard Guilford College, N. C.
Casey, Jesse Frank Mount Airy, N. C.
Chilton, Nellie Emily Walnut Cove, N. C.
Coble, Clara Maie Guilford College, N. C.
Coble, Edna Maude Guilford College, N. C.
Conner, Max Brinson Belhaven, N. C.
Cox, Alpheus Milton Asheboro, N. C.
Craton, Swannie Graham, N. C.
Cummings, Robert Earl Stokesdale, N. C.
Donnell, Pansy Climax, N. C.
Doub, Anna Lucinda Tobaccoville, N. C.
Edmund, Carrie Dyne Lumberton, N. C.
English, Nereus Clarkson, Jr. Trinity, N. C.
English, Thomas R. Trinity, N. C.
Frazier, John Wesley Liberty, N. C.
Futrell, Gladys Rich Square, N. C.
Garner, Frances Margaret Waynesville, N. C.
Griffin, Wilma Lois Snow Camp, N. C.
Guthrie, Hubert Garvice Snow Camp, N. C.
Hendren, Irene Durand Elkin, N. C.
Henley, Mary Calhoun Laurinburg, N. C.
Henley, Mary Evelyn Taylorsville, N. C.
Hobson, Daisy Ulala East Bend, N. C.
Holder, Edward Maxwell Tobaccoville, N. C.
Howell, James Wilkesboro, N. C.
Jinnette, Olive Wilson Bentonville, N. C.
Jones, Nell May Walnut Cove, N. C.
Knight, Paul Gilmer Stokesdale, N. C.
Lambeth, Katie Lou Guilford College, N. C.
Lane, Jack Foust Mt. Vernon Springs, N. C.
Lee, Frank Birton Kannapolis, N. C.
Levering, Frances Margaret Guilford College, N. C.

Levering, Ruth Ellena Guilford College, N. C.
Lowe, Alice Ione Asheboro, N. C.
McAdoo, John Brantley Charlotte, N. C.
McBane, Mabel Graham, N. C.
McBane, Thomas Everette Graham, N. C.
Mackie, Thad Hinshaw Guilford College, N. C.
Merriman, Lloyd Ella Oak Ridge, N. C.
Neal, Bertha May Walnut Cove, N. C.
Neal, Nannie Falsom Belew Creek, N. C.
Neece, Laura Edith Climax, N. C.
Neece, Mary Etta Climax, N. C.
Nicholson, Newlin Bartimus Saxapahaw, N. C.
Perry, Pearl Mae Thomasville, N. C.
Phipps, Bessie Greensboro, N. C.
Pinchback, Aubrey Morrison Blanch, N. C.
Pringle, Harriet Vaughn Campbell, N. C.
Ragsdale, John O'Neill Madison, N. C.
Reynolds, John Ozment High Falls, N. C.
Richardson, Lee T. Benaja, N. C.
Riley, Kathleen Pleasant Garden, N. C.
Ross, Annie Louise Morganton, N. C.
Sampson, Ruth Virginia Greensboro, N. C.
Scott, Mattie Lee East Bend, N. C.
Siske, Pherlie Mae Pleasant Garden, N. C.
Sloope, Mabel Lucile China Grove, N. C.
Smith, Charles Dan Greensboro, N. C.
Smith, Jeremiah Addison Greensboro, N. C.
Smith, Mary Margaret Greensboro, N. C.
Staley, Fairy Gertrude Climax, N. C.
Steele, Susan Wagram, N. C.
Taylor, Winnie Milton, N. C.
Tesh, Helen Lee Mayodan, N. C.
Thompson, Annabel Greensboro, N. C.
Tuttle, Ghita Helen Rural Hall, N. C.
Tyson, Marie Harris Mebane, N. C.
Watson, Kathryn Lee Pinnacle, N. C.
White, Inez Mae Belvidere, N. C.
White, Myrta Elizabeth Belvidere, N. C.
White, Sylvia Anna Belvidere, N. C.
White, Vivian Robert Belvidere, N. C.
Wilkins, Mary Lou Rose Hill, N. C.
Wilkins, Sallie Vann Rose Hill, N. C.

Williams, Della Mae Yadkinville, N. C.
Winslow, Linwood Clinton Belvidere, N. C.
Winslow, Martha Grace Belvidere, N. C.
Zachary, Bertha Emma Graham, N. C.

SPECIAL STUDENTS

Edgerton, La Mont S. Goldsboro, N. C.
Edwards, Herman Guilford College, N. C.
Fishel, William Jacob McLeansville, N. C.
Frazier, John Gurney, Jr. Guilford College, N. C.
Gray, Robert Ernest Greensboro, N. C.
Hall, Bettie Eleanor Rose Hill, N. C.
Johnson, Jeremiah Robert Riley's Store, N. C.
Mackie, Florence Christine Guilford College, N. C.
Norman, Beulah Lee East Bend, N. C.
Pringle, Alonzo Josephene Campbell, N. C.
Pringle, Martha Elizabeth Campbell, N. C.
Pugh, Myrtle Ulalah Asheboro, N. C.
Purvis, Rufus Curtis McConnell, N. C.
Robertson, Blanche Guilford College, N. C.
Shore, Barney Clyde Yadkinville, N. C.
Thompson, Alfred Wade Denton, N. C.
Woody, Thomas Clarkson High Falls, N. C.

PREPARATORY DEPARTMENT

Allen, Beulah Oyama Atlanta, Ga.
Been, Edna Mae Guilford College, N. C.
Berry, William L. Wilmington, N. C.
Beeson, Hansel Clarkson Randleman, N. C.
Blaylock, Vernon Lee Guilford, N. C.
Bowman, Margaret Elizabeth Reidsville, N. C.
Burrus, Flora Elizabeth Mooresboro, N. C.
Cardwell, Lucile Madison, N. C.
Conner, Walter Clark Rich Square, N. C.
Cooper, Robert Bernie Pelham, N. C.
Creel, Charles Belton Winston-Salem, N. C.
Crisp, George B. Falkland, N. C.
Crutchfield, Frank Lindley Guilford, N. C.
Doughton, Frank Page Guilford College, N. C.
Edwards, Walter Goodman Hertford, N. C.
Ferrell, George Stuart Guilford, N. C.

Frazier, Helen Louise Guilford College, N. C.
Gibson, Samuel Braxton High Point, N. C.
Gloff, Stewart Austin Thomasville, N. C.
Hadley, Clara Munson Rochester, N. Y.
Hayworth, Orvie William McKinley High Point, N. C.
Hobbs, Edward D. Tampa, Fla.
Hodges, Ruth Click Mocksville, N. C.
Hodges, Sara Rebecca Mocksville, N. C.
Hodgin, David Eugene Guilford College, N. C.
Hollady, Era Margaret St. Petersburg, Fla.
Hollowell, Edith Elizabeth Guilford College, N. C.
Idol, Max Colfax, N. C.
Jackson, Artena Cox Guilford, N. C.
Jenkins, Thomas Calvin Winston-Salem, N. C.
Johnson, Eleanor Maie Sophia, N. C.
Jones, Myrtle Maria Guilford College, N. C.
Joyce, James Brantley Danbury, N. C.
Kendall, Clyde Edward Guilford, N. C.
Kenney, George Theodore Burlington, N. C.
Lim, Chang Choon Pyoung Yaung, Korea
Lindley, Alfred Cornelius Guilford College, N. C.
Lindley, Francis Henley Guilford College, N. C.
Loflin, Carl Fullers, N. C.
Lowe, Patsey A. Stanley, N. C.
McBane, Joseph Neave Graham, N. C.
McBane, Waldo Tyree Graham, N. C.
McDaniel, James Allen Asheboro, N. C.
McMahan, Sara Frances Mocksville, N. C.
Marshburne, Mary Blanche Guilford College, N. C.
Medlin, Marion Butler Raleigh, N. C.
Mitchell, Mary Anna Reidsville, N. C.
Payne, Andrew Gorrell High Point, N. C.
Penny, James Cicero, Jr. Greensboro, N. C.
Ragsdale, Joseph Sinclair Jamestown, N. C.
Rowland, Winnie Mae Barium Springs, N. C.
Shaver, Eugene Winston-Salem, N. C.
Smith, Wade Trinity, N. C.
Smithdeal, Grace Elizabeth Advance, N. C.
Stuart, Marguerite Guilford College, N. C.
Tate, Murray Evans Mebane, N. C.
Tatum, Joseph Myron Olin, N. C.
Taylor, William Claire Milton, N. C.

Thomas, Fred Guilford College, N. C.
Tuttle, Viola Eugenia Rural Hall, N. C.
Vaughn, William Edward Stokesdale, N. C.
Vuncannon, Flay Marguerite Asheboro, N. C.
Warrick, Leslie Elton Goldsboro, N. C.
Winchester, Phil W. Summerfield, N. C.
Winn, Fred C. Columbus, Ga.
Woody, J. Paul Saxapahaw, N. C.
Wright, Susie Emma Pelham, N. C.
Zachary, James Walter, Jr. Cooleemee, N. C.

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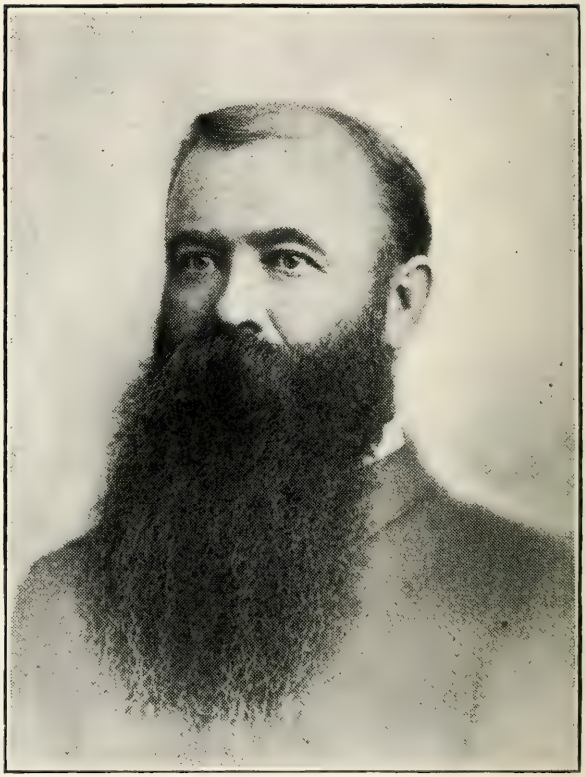
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NEREUS C. ENGLISH

IT is fitting that we should present in this Alumni Bulletin a portrait of our late friend and co-laborer, Nereus C. English, who served for so many years on the Board of Trustees.

The Trustees with Advisory Committee in session at Guilford College on the 19th day of October, 1921, adopted the following testimony concerning Nereus C. English:

Since our last meeting our fellow member Nereus C. English has passed away, and we record our high appreciation of his service as a member of our body.

Appointed ninth month, 5th day, 1894, he was in continuous service from that date until his death, and was singularly devoted to the best interest of our College, and of the Yearly Meeting of which he was a useful member.

Nereus English was unusually well qualified to serve as a member of any educational board, and especially of the Board of Trustees of Guilford College. He was by profession a teacher, and was a scholar of marked ability. He was a graduate of Trinity College, and for several years was a member of Trinity's faculty, and later served with distinction in the high school of Greensboro. He was at one time a member of our state legislature; and in all his life, both public and private, his fidelity to duty and his kindness in all walks of life were worthy of high esteem, and he won the affection and honor in which he was held by all who knew him.

We, therefore, record his death with sorrow, because we have each lost a faithful friend, and with regret, because we miss his valuable counsel in every movement that is in any way calculated to affect the welfare of Guilford College, and the standing and progress of the Society of Friends. His marked intellectual perception not only in business affairs, but in all questions that pertained to the integrity and essential significance of Quakerism, made Nereus English a helpful and highly valuable member of our Board, and of the Yearly Meeting, in both of which his service was incalculably great.

Officers and Committees of the Alumni Association for 1922-1923

OFFICERS

President J. O'Neal Ragsdale
Vice-President (now acting President) C. C. Smithdeal
Secretary Rhesa L. Newlin

COMMITTEES

Executive Committee—Mary M. Petty, term expires 1923; A. K. Moore, term expires 1923; L. Lea White, term expires 1924; Hardy A. Carroll, term expires 1924; R. J. M. Hobbs, term expires 1926.

Trustees of the Loan Fund—Laura D. Worth, Chairman, term expires 1927; J. Waldo Woody, term expires 1925; Mary E. M. Davis, term expires 1923.

Literary Committee—A. W. Hobbs, Chairman; Mary E. M. White, Emma King.

Athletic Committee—L. Lea White, Chairman; E. G. Shore, E. H. McBane, A. I. Newlin, Troy R. Short.

Campus Committee—R. E. Dalton, Chairman; Henry Davis, Mattie Doughton.

Reception Committee—A. K. Moore, Chairman; Flora White Edwards, J. Gurney Briggs, Laura D. Worth.

Christian Work Committee—Edward S. King, Chairman; Carrie Yates, Clara I. Cox, F. Walter Grabbs.

Publicity Committee—O. V. Woosley, Chairman; Paul S. Nunn, Kate B. Smith.

Life Membership Committee—W. P. Henley, Chairman; C. D. Benbow, Hardy A. Carroll, D. Ralph Parker, T. F. Bulla.

College Policy and Endowment Committee—S. Addison Hodgin, Chairman; D. D. Carroll, Virginia Ragsdale, Alma T. Edwards, R. J. M. Hobbs.

Minutes of June Meeting

The Alumni Association of Guilford College met in regular session in the Henry Clay Hall at seven o'clock June 5, 1922. In the absence of the president the meeting was called to order by the vice-president, Henry Davis, after which the minutes of the last meeting were read and approved.

The reports of the officers and committees were called for in the following order:

REPORT OF PRESIDENT

The Guilford College Alumni Association has made progress the past year in all lines, and while your president cannot claim any great credit for this success, he is indebted to the various committees that have borne the bulk of the work, and they should have the credit. We feel that our Alma Mater has had a splendid year, and with material aid that should and will come, she will go forward and keep pace with the other colleges in the country.

A great good has been done our association and the college by admitting to membership all old students of the college and New Garden Boarding School, upon payment of regular dues charged graduates. This is a splendid idea, for it is my observation that some of the best work accomplished for the college has been done in the past by old students of the college and boarding school and, as this is a mutual affair, the admission of these co-workers in an organized way should spell progress and help to all of us.

Your president would also call attention to the able work done by Dr. Perisho in his swing around the circle of old students, and in reviving the Guilford spirit that, I am afraid in some of us, had become dormant. The formation of Guilford

Clubs followed by his visits will become a power toward piloting new students toward Guilford. While I am on this subject of visiting, your president, not intending to be critical, would like to see a little more social intercourse in the college between the faculty and the student, more especially the male contingent. If there is anything that a young man gets out of college that is worth more to him than anything else, it is friendly intercourse from a real-honest-to-goodness friend in the faculty who knows the viewpoints of the young fellow battling his way. This is the advantage that a small college has, and I hope our college will never get to be large if these things are neglected.

Your president would like to see Alumni added to the faculty, when opportunity offers, and not let the State University, Trinity, and other schools in the state take the best we have. Of course, we realize that pecuniary reasons have made it necessary for us to permit our splendid young men and young women to be taken over by other institutions of learning, but the day is coming when Guilford can have the things she needs and let us put our shoulders to the wheel to accomplish it.

J. O. RAGSDALE, President.

REPORT OF TREASURER

Receipts

Sept. 15, 1921.	Received of Rhesa Newlin	$278.69
Sept. 15, 1921.	Received 1921 fees	8.00
June 5, 1922.	Received from Kate Smith, fees to date	202.00
June 5, 1922.	Life memberships to date—	
	W. E. Blair	25.00
	R. W. McCulloch	25.00
	D. R. Parker	25.00
	A. W. Hobbs	25.00
	J. D. Cox	25.00
		$613.69

Disbursements

April 20, 1922.	Paid Kate Smith, Secretary	$ 10.00
	Postage, ballots; W. H. Fisher, printing stationery	13.60
May 23, 1922.	Stamps	.50
May 31, 1922.	Stationery, postage, etc., for second letter to alumni, printing	9.72
June 4, 1922.	Loan fund appropriation, Laura Worth	75.00
June 5, 1922.	Guilfordian appropriation 1921-22	100.00
June 6, 1922.	Reception: Glee Club	24.75
	Refreshments	14.15
		$247.72
June 6, 1922.	Cash in bank	365.97
		$613.69

Respectfully submitted,
L. Lea White, Acting Treasurer.

REPORT OF COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

Your Committee on College Policy and Endowment has nothing of importance to report. I might say that this committee has complied with the requirement that it be represented at one meeting of the Board of Trustees during the year and we are very much gratified at the progress the college seems to be making in the matters with which our committee is concerned. We are pleased to note that the Preparatory Department is to be eliminated as soon as it can be conveniently worked out. We are also pleased to note that there is good prospect of a substantial increase in the endowment for the college. What we want to see is a real college with ample endowment which will carry with it a strong faculty.

For this ideal we are pledged.

For the committee,
S. A. Hodgin, Chairman.

After the report of the committee on college policy and endowment, Mr. White introduced three representatives of the student body. Dewey Crews, as representative of the Students' Publicity Committee, spoke of the publicity given to Guilford during the year by this committee under the supervision of the English department. He also referred to the organization of county clubs and to the work of Dr. Perisho. Grady McBane told the meeting about the enlargement of the staff of the Guilfordian and the recent changes made in the constitution with regard to the staff. J. Spot Taylor presented to the association the regulations regarding the standard ring which had been adopted by the student body and faculty. The association approved the regulations as outlined by the speaker.

REPORT OF EXECUTIVE COMMITTEE

Your committee met and prepared the following ballot:
For president: J. O'Neal Ragsdale, W. C. Idol.
Vice-president: C. C. Smithdeal, W. E. Younts.
Member Executive Committee: R. J. M. Hobbs, C. H. Whitlock.

By mistake candidates were named for Trustee of Loan Fund. Under the constitution as amended no vacancy occurred in this office this year; therefore the ballot should have omitted candidates for this office.

We have canvassed the ballots and report that the following persons have been duly elected: President, J. O'Neal Ragsdale; vice-president, C. C. Smithdeal; member executive committee, R. J. M. Hobbs.

The committee wishes to call attention to the fact that old students are now eligible to vote, and every one should be requested to pay $2.00 and become active in the work of the association.

For the committee,
R. J. M. Hobbs, Chairman.

REPORT OF ATHLETIC COMMITTEE

The Athletic Committee submit the following brief report covering, in a general way, the athletic activities of the college for the year 1921-1922:

In accord with the policy of the Alumni Association, the chairman of this committee, acting as graduate manager, again presented the plan of associate membership to members of the Alumni Association known to be interested in athletics. The sum of one hundred and sixty-three dollars and fifty cents ($163.50) was raised from this source. The money has been placed in the hands of the college treasurer, who is also treasurer of the Athletic Association, and by her credited to the general supply account. None of the fund thus raised has been used to cover delinquencies of team managers, but has been applied to the purchase of equipment necessary to the maintenance of the several athletic activities of the college.

The association will be glad to know that the policy of requiring every student to engage in some sort of recreational activity has been enforced again this year. In fact, this is now an avowed policy of the college. One hundred hours of recognized exercise is required of every student unless excused by the college athletic committee because of physical inability or pressure of work (other than school work) which renders it impossible for such student to do the number of hours expected. Credit for performance is recorded in the same manner as credit for class work and cuts are given for failure to comply with the requirements.

The operation and supervision of this work has been placed in the hands of R. S. Doak, athletic director for the young men, Miss Virginia Robinson, athletic director for the young women, and the faculty committee on athletics. The responsibility of providing the necessary activities to keep the work going has naturally fallen to the athletic directors and to them due credit should be accorded for efficient and untiring performance. The student body has taken a very generous attitude toward the enforcement of the scheme and very little friction or disposition to grumble has been noted by your committee.

Considering the handicap of a small student body of boys from which to select material for the major sports, we feel that our record in intercollegiate contests has not been bad. While

we have not won as many games as we have in former years nor as many as we should liked to have won, Coach Doak has had good teams in every line of sport—football, baseball, basketball and tennis. The personnel of each team has been of an unusually fine character. So much so, in fact, that favorable comment upon the real sportsmanlike conduct and spirit of our teams has been volunteered by managers and coaches of other colleges. In this respect Guilford is always a winner. We wish to record our appreciation of the work that has been and is being done by Mr. Doak, and to assure him that we consider his efforts have been remarkable when viewed in the light of the handicap under which he is working.

The committee suggest that the Alumni Association, or certainly those who are interested in athletics, should not only support the college to the extent of joining the Athletic Association, but that they unite in an effort to help the college get more boys in attendance. This does not mean that we recommend that you go out and hunt for athletes, but rather that you get in touch with the high school boys and girls of your local communities and see that Guilford gets her rightful proportion of those who go to college. Now if the enrollment of boys can be increased it is perfectly logical to believe that athletic material will be in like manner multiplied. We believe that the Association could do nothing more worth while than to help fill up the dormitories with good, clean, healthy young men.

The financial situation of the Athletic Association while better than that of last year, is yet rather critical. Losses due to the raining out of scheduled games both at home and while away on trips have made it difficult for managers to break even. The season closes, however, with a smaller deficit than for the past several years. We consider the situation more favorable for the coming year and with anything like a good season should be able to reduce the deficit to zero.

We urge the support and co-operation of the Alumni Association to the end that we may be able to maintain the high standard of previous years in the athletic life of the college.

Respectfully submitted,

L. Lea White, Chairman.

REPORT OF CAMPUS COMMITTEE

During the past year very little work has been done by the Campus Committee. However, we think the campus is in better condition than for some years past. The annual clean-up day was observed this year when a splendid spirit of co-operation was shown by the students and faculty in giving the campus a good spring cleaning. The committee is especially anxious to see the line of old telephone poles along the front avenue removed to a less conspicuous place. The campus is also in need of a few more trees to replace some that have died the last year or two.

Respectfully submitted,

HENRY DAVIS, Chairman.

The association voted to appropriate $25.00 to be used by this committee.

REPORT OF PUBLICITY COMMITTEE OF THE GUILFORD COLLEGE ALUMNI ASSOCIATION

The object of publicity in the case of Guilford College is at least two-fold: (1) to keep the alumni and friends informed of the happenings at the college and the stage of progress which is being attained from time to time, (2) to bring the college and its activities to the attention of the public regularly in order that they may recognize in it a worthwhile place at which to secure a sound college education. Even the most modest of us could not deny the practicability and importance of these two lines of work, and I am sure all of us desire to see them pursued with vigor within the limits of truth and genuine achievement. It is only when extravagant claim and self-glorification run away in the magnification of "molehills into mountains" that Guilford's true nature is betrayed.

Publicity this year, especially during the latter half, has followed sound lines and has been encouraging in volume. Once again there is a systematic organized effort to get college news to the press, and Miss Polk deserves the thanks of the association for her activity in this connection. Training in journalistic expression is a legitimate part of an undergraduate English curriculum, and we would urge that Miss

Polk and her class in this subject be encouraged to go further in the systematic handling of the college news. It might not be out of place to suggest that the county newspapers offer the finest medium for reaching the large rural constituency while the daily press will serve to keep alumni and friends of the college in touch with its life and reach the urban youth with its appeal. Perhaps the most distinctive feature of this year's publicity has been the supplementing of the spoken efforts of the regular members of the faculty by the strenuous and far-reaching campaign of Professor Perisho. Splendid impressions have been made, new friends enlisted, and the interest of many old students rekindled and organized for effective work in local Guilford Clubs. There can be little doubt that the committee's feeling of appreciation of his work is shared by all the members of the association.

In assessing the value of the various publicity agencies, we are apt to over emphasize the public press and public addresses by representatives of the college as important as they are. Experience would seem to vindicate the outstanding effectiveness of the publicity value of the alumni and present student body of Guilford. A successful piece of work radiant with clean character, wholesome enthusiasm and forward-looking vision by a son or daughter of this institution is immediately richly capitalized for the college. Likewise every student who travels a highway or rides a train or abides for a season in any community will speak for the college in living words—a kind of movie if you will—with all the vividness and appeal of that popular institution. No other proof of the effectiveness of these two phases of publicity is needed than the awful blight caused by the failure or immorality of an alumnus or the frivolity or reckless vulgarity of a student. Every member of our circle carries in his keeping the image to the outside world of what the Alma Mater has meant to him. Here is a chance for everyone to be a full-page ad or even a special addition if he will. Continued and enlarged organized effort to "let our light so shine" and an increased and ever present sense of our individual responsibility as "living epistles" is our recommendation for the year ahead.

Respectfully submitted,

DUDLEY D. CARROLL, '07, Chairman.

REPORT OF ALUMNI LOAN FUND BOARD, 1921-22

Receipts

2-27-22.	Received of Donna McBane on note	$ 78.00
4- 8-22.	Received of Donna McBane payment in full	26.50
5-22-22.	Received interest on notes	14.70
6- 3-22.	Received interest association treasurer appropriation of 1920	75.00
	Total	$194.20
6-5-22.	Notes receivable	$544.42
6-5-22.	Cash deposits savings department Amer. Ex. Nat. Bank	588.70

The committee has made no loans this year. We ask appropriation of $100.00 to this fund.

Mary E. M. Davis,
J. Waldo Woody,
Laura D. Worth,
Committee.

Audited and found correct.

E. H. McBane,
Leroy Miller.

The association voted to appropriate $100.00 to this fund.

REPORT OF CHRISTIAN WORK COMMITTEE

The religious life of the students has found expression, during the past year, in various forms of activities, chief of which are the Y. M. and Y. W. C. A's. We have been informed through reports in the Guilfordian of the meetings which are held each Thursday evening. As last year, the regular Sunday morning Bible school has been conducted in Memorial Hall by the students.

During the winter a school of missions was conducted. A number of students took an active part and some of these are going into local communities to conduct similar schools during the vacation. Three of the members of the graduating class are student volunteers. The local Christian Endeavor Society has been greatly benefited by the attendance and participation of the boarding students.

The earnest and enthusiastic manner in which the young men and women enter into these various activities shows that the spiritual phase of education is not being neglected.

IDA E. MILLIS, '03, for Committee.

REPORT OF LIFE MEMBERSHIP COMMITTEE

The committee is pleased to report that D. Ralph Parker, W. E. Blair, Jos. D. Cox, R. W. McCulloch, and A. Wilson Hobbs have paid their life membership fees. David J. White and Robert S. Doak have pledged to take out life memberships. We hope that many others may decide to do so before another meeting.

W. P. HENLEY,
J. H. LASSITER,
Committee.

REPORT OF LITERARY COMMITTEE

Not knowing exactly what the duties of the Literary Committee are the chairman of that committee presents the following observations on general educational policy instead of a formal report.

The time has come when we must stop thinking of Guilford in terms of preparatory students and turn our attention entirely to Guilford as an institution of higher learning. If we do this in fact and not merely in hope it will have its effect upon the educational policy of the college. In order to be an institution of higher learning and to take her proper place among such institutions in this state and thus have a fair chance to get high school graduates it will be necessary to build up certain kinds of work here which in the past have too often been sacrificed in favor of other things. First, it will be necessary to give the faculty the time and the incentive to advance themselves in their own fields. They must be encouraged to do original work and to that end must not be loaded down with too much outside responsibility. Maintaining a live and productive faculty is the surest road to success for a college, and can be said to be a necessary condition for any degree of prominence in the educational world. Research in one's own field not only makes a person a much more inspiring teacher, but it cuts clean through any spirit of showiness and sham and

puts everybody on his true base. A person or a college may be able to fool the home folks, but if they undertake to swim out into the open sea they must have the assurance that comes only from genuine knowledge coupled with humility and patience.

The other thing that we need to consider is the course of study. In our attempt to educate a whole nation we have run into all kinds of pitfalls. Practicality is the cry from all sides. Greek and Latin are all but gone, and mathematics is threatened. The classical curriculum is a thing of the past. The chance for Guilford is to hold on to those branches of knowledge which have contributed most surely to the thing we call civilization. In this time of upheaval if Guilford can keep her senses and not be routed by the first hysterical waves of enthusiasm for what is supposed by some to be the millenium in education simply because it is an escape from the old standards, she will be filling a much needed place and will not find herself without a following.

A. W. Hobbs, Chairman.

REPORT OF RECEPTION COMMITTEE

A reception for the Senior class was held in the library on Monday evening at eight o'clock. Parents of members of the class, guests of the college and old students belonging to the association were in attendance. A musical program was given by the Boys' Glee Club of the college, as well as an open air concert on the campus between seven and eight o'clock.

The committee submits an expense account of

Glee Club	$24.75
Refreshments	14.15
	$38.90

Laura D. Worth, Chairman.

All committees reported.

Miss Mary Petty on behalf of the Old Students Association offered to the Alumni Association $253 to start an endowment fund of $50,000 to endow a professorship. Miss Petty suggested that this sum be used to endow the chair of English. The association

voted to accept this fund with Miss Mary Petty, Miss Virginia Ragsdale and Mr. Simeon Hodgin as trustees.

Dr. Binford then spoke briefly of the work done by Guilford during the past year toward the advancement of education in North Carolina.

After adjournment the annual reception in honor of the graduating class was held in the library.

HENRY DAVIS, Vice-President,
KATE SMITH, Acting Secretary.

Constitution and By-Laws of Guilford College Alumni Association

Remembering the benefits we have received from our Alma Mater, we desire to maintain such relations to the college that we may efficiently aid in her upbuilding and strengthening to the end that her usefulness may continually increase. In order to accomplish this purpose we, the alumni of Guilford College, bind ourselves together by the following constitution:

Article I—Name

This organization shall be known as the Guilford College Alumni Association.

Article II—Membership

Sec. 1. Active. All graduates of the college, students of New Garden Boarding School and former undergraduates of college rank are eligible to active membership in the Association, with all rights pertaining thereto, except as hereinafter provided for, and may be received by majority vote of the Association upon his or her application.

Sec. 2. Honorary. Members of the faculty of Guilford College and old students of New Garden Boarding School or Guilford College are eligible to honorary membership upon recommendation of the executive committee and may be received by a majority vote of the Association. Honorary members are entitled to all privileges of the Association except voting and holding office.

Article III—Officers and Standing Committees

Sec. 1. Qualifications for holding office. Active members become qualified to hold office or to be appointed on committees upon payment of the membership fee annually, except former undergraduates of college rank, shall not be eligible to hold office.

Sec. 2. Officers. The officers of the Association shall be president, vice-president, elected by the Association, and secretary, treasurer and registrar, appointed by the executive committee. The three officers last named may be combined in one office by the exeutive committee.

Sec. 3. Executive Committee. There shall be an executive committee of six members, two of whom shall be elected each year by the Association for a term of three years.

Sec. 4. Trustees of Loan Fund. There shall be a board of trustees of the Alumni Association Loan Fund composed of three active members elected on each alternate year for a term of six years.

In order to make this plan operative at once, the term of the member elected in 1917 shall expire in 1923; the term of the member elected in 1916 shall expire in 1921; the term of the member elected in 1915 shall expire in 1919.

Sec. 5. Committees Appointed Annually. The following committees shall be appointed each year by the president unless otherwise provided: Athletic committee of five members; reception committee of five members; literary committee of three members; campus committee of three members; auditing committee of two members; christian work committee of five members.

Article IV—Duties of Officers

Sec. 1. President's Duties. The president shall preside at all meetings of the Association, appoint all committees not otherwise provided for, call special meetings of the Association when necessary or upon the recommendation of the executive committee, and be ex-officio member of all committees. He shall make an annual written report to the Association and shall call a meeting of the executive committee within thirty days after the annual meeting at Commencement.

Sec. 2. Vice-President's Duties. The vice-president shall perform all the duties of the president in his absence, and shall succeed him in case of death or resignation.

Sec. 3. Secretary's Duties. The secretary shall keep minutes of the proceedings of each meeting, conduct all general correspondence, notify officers and members of committees of their election or appointment, and perform other such duties as directed by the executive committee.

Sec. 4. Treasurer's Duties. The treasurer shall collect all annual dues and interest on notes, take charge of and be responsible for all funds and pay all bills approved by the Association or executive committee. The fiscal year shall end one week previous to commencement day each year, upon which date the treasurer shall submit to the auditing committee a written report with vouchers showing all receipts and expenditures and all cash and other assets on hand. The treasurer shall furnish each member a ballot containing nominations by the executive committee together with his notice for fees at least two months previous to commencement, said ballot when voted shall be enclosed in a sealed envelope, furnished by the treasurer and addressed to the executive committee, and shall be returned to the treasurer accompanied by the annual fee.

The vote so cast shall be turned over to the executive committee for tabulation.

The treasurer shall also furnish the business manager of the College Journal annually a list of all members of the association who are eligible to receive the College Journal, together with a check to cover the amount of subscriptions agreed upon.

Sec. 5. Registrar's Duties. The registrar shall prepare a correct list of names and addresses of all members of the association and gather as far as possible the following data concerning each member: Date and place of birth, name of father and maiden name of mother, date of matriculation in the college, college honors won, offices held at college, date of graduation, degree conferred, supplemental education, date of marriage and to whom married, positions or offices held since graduation, present occupation, date of death.

The registrar shall also furnish the executive committee prior to the annual meeting a list of changes for publication.

Article V—Duties of Committees

Sec. 1. Duties of Executive Committee. The Executive Committee shall have general oversight of the work of the Association, and suggest work for various committees. It shall receive all reports from officers and standing committees, and shall prepare them for the annual meeting of the Association. It shall prepare a budget of new business for consideration of the Association at its regular meetings. It shall nominate

provided that the Association may at the regular meeting in May exercise the privilege at its own option of nominating candidates for any or all offices for the following year and the executive committee shall be governed accordingly, not less than two members for each office and for a member of the board of trustees of loan fund and for a member of the executive committee. These nominations shall be made out two months previous to commencement and the ticket sent to the treasurer for submitting to the membership. It shall audit the election returns and make a full report of the same to the annual meeting of the Association. It shall publish the proceedings of each meeting and such other matter as the Association shall direct. It shall provide suitable exercise of a public nature for Alumni Day each year.

The executive committee shall appoint one or more persons to fill offices of secretary, treasurer and registrar.

The executive committee shall meet within thirty days after the annual meeting at commencement each year, at the call of the president. At this meeting a chairman shall be elected and transact such other business as may be to the interest of the Association. The committee shall hold such other meetings during the year as may be necessary to care for the business of the Association. These meetings to be at the call of the chairman, or president of the Association in the event of failure of the chairman to issue necessary calls.

Sec. 2. Duties of the Board of Trustees of Loan Fund. The Alumni Association Loan Fund shall be composed of the present notes receivable which are held by the treasurer, amounting to $185.00, and to this shall be added such bequests as may be given by classes or individuals and such appropriations from the funds in hand as the Association shall approve at each annual meeting. This fund is to be kept intact and used as per the following regulations:

Rule 1. This loan shall be made to those only who are deserving and who have shown by their character and conduct that they will appreciate and make good use of opportunities at Guilford.

Rule 2. It shall be available for members of the Junior and Senior classes only.

Rule 3. The amount of each loan shall not be more than the amount necessary to cover tuition fee for one year.

Rule 4. The notes shall be made payable to the treasurer incumbent or his successor in office and shall bear interest at the legal rate from date of leaving college.

The board shall receive or pass upon all applications for loans and its decision shall be final.

The board shall keep minutes of their meetings, subject at all times to inspection of the Association. They shall keep a true record of each loan, and make a written report one week previous to each annual meeting, which report shall be submitted to the auditing committee.

Sec. 3. Duties of Athletic Committee. The athletic committee shall do all in its power to foster a spirit of pure athletics at the college, assist the College Athletic Association in any way possible and make an annual report to the executive commitee giving a resume of the athletic activities of the year for forwarding to the annual meeting of the Association.

Sec. 4. Duties of the Reception Committee. The reception committee shall arrange for all social meetings, including the annual reception the evening before commencement, and shall perform such other duties as the Association or executive committee shall direct. They shall make an annual report to the Association.

Sec. 5. Duties of the Literary Committee. The literary committee shall keep in touch with the literary life of the student body during the year, especially the work of the societies, public debates, entertainments, lecture courses, literary clubs, College Journal, etc., and make a written report at the annual meeting, giving list of honors, awards, prizes, scholarships, etc. The chairman shall act as alumni editor of the College Journal and see that each issue contains items of interest especially to members of the Association.

Sec. 6. Duties of the Campus Committee. The campus committee may devise means by which the campus can be beautified, arrange for Alumni Arbor Day exercises and suggest ways and means for campus improvement.

Sec. 7. Duties of the Auditing Committee. The auditing committee shall audit the treasurer's accounts and those of the board of trustees of loan fund and report to the chairman of the executive committee two days previous to the annual meeting.

Sec. 8. Duties of the Christian Work Committee. This committee shall keep in touch with the christian work of the college and by their sympathy and co-operation encourage the efforts of the students in deepening their religious life.

Article VI—Terms of Office

Sec. 1. Officers. The terms of all elected officers shall begin at the close of the annual business meeting at which they are declared elected, and shall extend one year or until their successors are elected.

Sec. 2. Re-election. Any officer may be re-elected to succeed himself, but shall not serve in the same office more than three terms in succession, except the secretary, treasurer and registrar, appointed by the executive committee may hold office indefinitely.

Sec. 3. Term of Office for Committeemen. Each member of the board of trustees of the loan fund and executive committee shall serve three years, unless otherwise provided for.

Two members of the executive committee shall be elected annually, and the term of office of two of the executive committee shall expire at the end of each annual meeting after the one at which this constitution is adopted.

All other committees shall serve one year or until the close of the following year's annual business meeting.

Sec. 4. Resignations. In event of resignation of officers or members of loan fund or executive committee, the vacancy may be filled by the executive committee.

Article VII—Amendments

Sec. 1. The constitution may be amended by a majority vote of the members present at any regular meeting, provided said amendment is presented in writing to each member at least one month previous to said meeting.

Sec. 2. By-laws may be added or suspended at any regular meeting by a two-thirds vote.

BY-LAWS

Quorum

1. Twenty members of the Association shall constitute a quorum for the transaction of business.

Committee Quorum

2. Three members of the executive committee shall constitute a quorum to act for said committee.

Three members of the board of trustees of the loan fund shall constitute a quorum for the transaction of business.

Special Meetings

3. Special meetings of the Association may be called by the president, the executive committee concurring.

Salaries of Officers

4. The executive committee is given authority to employ a suitable person or persons to fill offices of secretary, treasurer and registrar and to pay reasonable compensation for this work.

Fee

5. The annual fee for active membership shall be $2.00, payment of which will entitle a member to vote for officers nominated by the executive committee to serve for the ensuing year. In lieu of payment of annual fees an alumnus may, in consideration of $25.00 cash paid into the treasury, obtain a life membership, with all rights and privileges pertaining to active membership which shall be construed to include only ten years' subscription to the College Journal.

Rules of Order

6. The order of business shall be as follows:: (a) Call to order, (b) roll call by classes, (c) disposition of minutes, (d) report of officers, (e) report of committees, (f) unfinished business, (g) new business, (h) reception of members, (i) installation of officers, (j) adjournment.

Vote by Proxy

7. A signed vote by proxy of a qualified active member shall count equally with a vote in person on any subject under consideration by the Association.

Time of Annual Meeting

8. The annual meeting of the Association shall be held at 8:00 o'clock the evening before commencement each year.

Plan for Alumni Representation on the Board of Trustees of Guilford College

"The following plan for alumni representation on the board having been approved by the Yearly Meeting, was approved by this board and directed to be incorporated in the minutes." (Taken from the minutes of the meeting of the Board of Trustees of Guilford College held on October 13, 1916.)

A Plan for Alumni Representation on the Board of Trustees of Guilford College

Approved jointly by the committee of the Alumni Association and the Board of Trustees and recommended to North Carolina Yearly Meeting.

Sec. 1. In order to afford the alumni direct and responsible representation upon the college Board of Trustees, there shall always be three trustees elected upon nomination of the Alumni Association. Such nominations shall be made in the manner and under the conditions hereinafter set forth, and the trustees elected upon such nomination shall be known as Alumni Trustees.

Sec. 2. On each alternate year, beginning in 1917, the executive committee of the Alumni Association on or before the first day of January prior to the expiration of the terms of office of members of the board, shall furnish to the Board of Trustees the names of four persons as nominees for the position of Alumni Trustee. From these four persons the Board of Trustees shall return to the executive committee in not to exceed sixty days two names of the four proposed to be submitted to vote of graduates as per section 5. The candidate for Alumni Trustee receiving the highest number of votes shall upon certification of the president of the Association be elected by the Board of Trustees as a member thereof for a term of six years.

Sec. 3. In case of a vacancy for any cause among the Alumni Trustees, it shall be the duty of the secretary of the Board of Trustees to inform the chairman of the executive committee of the Alumni Association. This committee shall then proceed in the usual manner to nominate a successor to the Alumni Trustee whose place has become vacant. The nom-

inations and elections so made shall be for the unexpired term of such Alumni Trustee.

Sec. 4. No one shall be eligible for nomination as Alumni Trustee except graduates of Guilford College of at least ten years standing and whose qualifications conform to the conditions laid down in the charter of the college.

Sec. 5. Any graduate of at least two years standing shall be eligible to vote for Alumni Trustee.

Sec. 6. The Trustees of Guilford College reserve the right at any annual meeting of the board to revoke any or all of the above provisions if in their judgment the best interests of the college should demand such action.

COMMITTEE OF GUILFORD COLLEGE ALUMNI ASSOCIATION,
S. H. Hodgin, Chairman.

BOARD OF TRUSTEES OF GUILFORD COLLEGE,
J. Elwood Cox, Chairman.

Alumni

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Edward B. Moore, B. S. Siler City, N. C.
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Occidental College, Cal.
*Lola Stanley Moore, A. B.
*Lucius A. Ward, B. S.
*Campbell White, B. S.
Florina Worth, B. S.; Mrs. R. B. John Maxton, N. C.

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*Susanna Osborne, B. S.
Leonard C. Van Noppen, A. B.; B. Litt., Univ. of N. C.
A. M., Haverford
David White, A. B. Greensboro, N. C.
H. Herman Woody, A. B.,; A. B., Earlham
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Arthur Lyon, B. S. High Point, N. C.
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Leora Alice Chappell, A. B.; Mrs. H. H. Orvis
74 Lenox Ave., East Orange, N. J.
Clara Louise Davis, A. B. R. 1, Sophia, N. C.
Anna Laura Davis, A. B.; Mrs. C. S. McArthur
St. Pauls, N. C.
George Columbus Dees, A. B. Grantsboro, N. C.
Mary Arilla Frei, B. S. Archer, Fla.
Kinnie Thayer Futrell, A. B. Greenville, N. C.
William Graham Gilchrist, B. S. Elizabethtown, N. C.

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Henry Crawford Jackson, B. S.
537 E. Pittsburgh St., Greensburg, Pa.
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Annabella King, A. B. High Point, N. C.
Nancy Era Lasley, B. S. Guilford College, N. C.
Eugene Harris Marley, A. B. Greensboro, N. C.
Mary Mendenhall, A. B. High Point, N. C.
Callie Irene Nance; Mrs. Guy Smitherman Troy, N. C.
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326 W. Jackson St., Springfield, Ill.
George A. Short, A. B. R. F. D., Wilson, N. C.
Bryant Smith, A. B.; LL. B., Univ. of Col. ... Boulder, Col.
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Ulysses Grant White, A. B. Germantown, N. C.
Ella Davis Young, A. B.; Mrs. J. Russell Wood
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231 Poplar Ave., Woodbury, N. J.
J. Wade Barber, A. B. Pittsboro, N. C.
Charles F. Benbow, A. B.; A. M., Univ. of N. C.
Winston-Salem, N. C.
Hardy Abram Carroll, A. B. Mizpah, N. C.
Irma Kathleen Coble, A. B. Liberty, N. C.
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Care High School, Winston-Salem, N. C.
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Guilford College, N. C.

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James Warren Mitchell, B. S. Reidsville, N. C.
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Totten Zella Moton, A. B. Wagram, N. C.
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Chester M. Sutton, A. B. Summerfield, N. C.

CLASS OF '19

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Vivian McGee Hayworth, A. B.; Mrs. H. N. Williard
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Gertrude Mendenhall Hobbs, A. B. .. Guilford College, N. C.
Eula Eugenia Hockett, A. B. Pleasant Garden, N. C.
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Hobart McKinley Patterson, B. S. Burlington, N. C.
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John Gurney White, A. B. Guilford College, N. C.
Joseph Dixon White, B. S.; A. M., Haverford
Guilford College, N. C.
Hervie Nicola Williard, A. B. Trinity, N. C.

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Guilford College, N. C.
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Hugh Watson Moore, A. B. Winston-Salem, N. C.
Donna Alice McBane, A. B. Saxapahaw, N. C.
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Vanner Emma Neece, B. S. Climax, N. C.
David Jordan White, A. B. Greensboro, N. C.

CLASS OF '21

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Robert Chapman Bulla, A. B. Randleman, N. C.
Madge Abright Coble, B. S. Liberty, N. C.

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Florence Nightingale Martin; Mrs. L. R. Casey
Summerfield, N. C.
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Algie Inman Newlin, A. B. Snow Camp, N. C.
Herman Clyde Raiford, A. B. Ivor, Va.
Okie Irene Raiford, A. B. Ivor, Va.
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Grace Elizabeth Stone, A. B. Thomasville, N. C.
Lindley Ernest Tremain, A. B. Jamestown, N. C.
Rawleigh Lewis Tremain, A. B. Jamestown, N. C.
Berry Lee White, A. B. Belvidere, N. C.
Marjorie Williams, B. S. 17 Hazelwood St., Boston, Mass.

CLASS OF '22

Florence Tabitha Cox, B. S. Goldsboro, N. C.
Sydnor Gladstone Hodgin, A. B. Winston-Salem, N. C.
Everette Lewis Hollady, B. S. Guilford, N. C.
Mary Blanche Lindley, B. S. Snow Camp, N. C.
Henry Grady McBane, B. S. Saxapahaw, N. C.
James Curtis Newlin, A. B. Saxapahaw, N. C.
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Ruth Isabel Pancoast, A. B. Purcellville, Va.
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Margaret Edna Raiford, B. S. Ivor, Va.
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Eurie Ellen Teague, A. B. Liberty, N. C.
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Fernando Murray White, A. B. Belvidere, N. C.
James Hugh White, A. B. Belvidere, N. C.
Marianna White, A. B. High Point, N. C.
Lyle Lyndon Williams, B. S. East Bend, N. C.
Elizabeth Winston Yates, A. B. Guilford College, N. C.
Alta Cora Zachary, A. B. Graham, N. C.

HONORARY MEMBERS

L. Lyndon Hobbs, elected 1910 Guilford College, N. C.
Mary M. Hobbs, elected 1910 Guilford College, N. C.
Priscilla B. Hackney, elected 1911 .. Guilford College, N. C.
J. Elwood Cox, elected 1912 High Point, N. C.
H. Louisa Osborne, elected 1913 Guilford College, N. C.
J. Franklin Davis, elected 1914 Guilford College, N. C.
*John Van Lindley, elected 1914
Raymond Binford, elected 1914 Guilford College, N. C.
Eula Dixon, elected 1914
Gertrude W. Mendenhall, elected 1915 ... Greensboro, N. C.
Mary M. Petty, elected 1915 Greensboro, N. C.
William A. Blair, elected 1915 Winston-Salem, N. C.
Robert N. Wilson, elected 1917 Durham, N. C.

LIFE MEMBERS

William Penn Henley
Dora Bradshaw Clark
Charles D. Benbow
Henry A. White
Henry Davis
Julia S. White
Agnes King
W. E. Blair
Brown Finch
Richard J. M. Hobbs
Hardy A. Carroll
John Henry Beeson
Herbert Howard
J. Hal Lassiter
D. Ralph Parker
Jos. D. Cox
R. W. McCulloch
A. Wilson Hobbs

* Deceased.

GUILFORD COLLEGE BULLETIN

Entered at Guilford College, N. C., as second-class matter under act of Congress, July 16, 1894

VOLUME XV 1922 No. 3

We are herewith presenting to our friends the annual report of the President to the Board of Trustees of Guilford College. We are sure that you will be glad to know that the little College is big in ideas and ideals and that it is exerting a wider influence than ever before. Following the report are further facts concerning the opening of the College this fall and other evidences of a sound development of the institution.

THIRTY-FOURTH ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES OF GUILFORD COLLEGE

In the adminitration of the affairs of the College we have faithfully sought to maintain the spiritual ideals and high moral standards that have been embodied in the life and work of our Yearly Meeting and in the educational efforts of our society. We have also endeavored to meet in a sympathetic manner the present day, practical needs of the student body and of the church and society. The daily work of the College has been conducted with a high degree of harmony and good will on the part of the faculty and the students. Of course, we have fallen short of what we wished to accomplish and what you have desired, but we believe these failures have been small compared with the positive good that has been done and the progress made.

The annual report of the College cannot present all the work done by the institution. It can only call attention to the outstanding features of the work which show the tendencies and the general success or failures of the year. Concerning the attendance this year we may make some interesting observations.

Attendance

The total enrollment for the year is	239
College students	171
Preparatory	68
The enrollment of men	105
The enrollment of women	134
Number of Friends Enrolled	112

We may call attention to the fact that during the past three years there has been a variation of only three in the total enrollment, but the average attendance has been steadily increasing. There were fifty-one withdrawals in 1919-20; forty in 1920-21, but only twenty-nine this year. The number of college students has increased from one hundred and thirty-seven in 1919 to one hundred and seventy-one this year. The number of Friends in at-

tendance during the year is the largest in the history of the institution. .

Graduates and Honors

The degree of Bachelor of Arts was conferred on Sydnor Gladstone Hodgin, James Curtis Newlin, Ruth Evangeline Outland, Ruth Isabel Pancoast, Lulu Jackson Raiford, William Lee Rudd, Eurie Ellen Teague, Mabel Cornell Ward, Esther Katherine White, Fernando Murray White, James Hugh White, Marianna White, Elizabeth Winston Yates, Alta Cora Zachary.

The degree of Bachelor of Science was conferred on: Florence Talitha Cox, Everett Lewis Holladay, Mary Blanche Lindley, Henry Grady McBane, Margaret Edna Raiford, Lyle Lyndon Williams.

Scholarships and Honors were awarded as folows:

The Marvin Hardin Scholarship.....Elizabeth H. Brooks
Websterian Orator's Prize.....Thomas R. English
Websterian Improvement Prize.....Elton Warrick
Philomathean Orator's Prize.....Annie Louise Ross
Philomathean Improvement Prize.....Anna L. Doub
Henry Clay Orator's Prize.....B. Russell Branson
Henry Clay Improvement Prize.....Paul G. Knight
Zatasian Orator's Prize Hattie Allene Johnson
Zatasian Improvement Prize Falsom Neal
Peace Oratorical Contest.....Thomas R. English
Freshman Declamation Contest.....Margaret Levering
High School Contest:
For Boys..... Joseph Greeson
For Girls Elsie Green

A FIELD OF LARGER SERVICE

Another feature that has marked the life of the College during the past year is its entrance into a larger educational service to our church, country and state. In this connection I would mention the work which Miss Bessie V. Noles has done in co-operation

with the Public Welfare work of the County. Under her direction the students of our Public School have been examined and suggestions have been made and programs proposed which have greatly improved their health. This work has been brought before some of our state conferences on health. In this way the College has contributed to the health program of the state and county.

I would also call attention to the work of the Department of Education. Professor L. Lea White, the head of the department, has assisted in the inspection of the High Schools of three counties in order to secure information for the State Department of Education and to give advice to the schools in regard to standards of work. Professor White is well equipped for this work and has contributed in a real way to the achievements for education in North Carolina.

Another public service has been performed in connection with the Department of Religious Education. There is probably no department of our church work in which there are greater possibilities than in the Bible Schools. These schools should be well organized and efficiently managed, but most of all they should have well trained Christian teachers, for it is in the Bible School only that most of our members get their early training for religious life and work. Robert H. Dann has given a great deal of time to visiting the the schools and has probably visited more of the meetings of the Yearly Meeting than any member of the faculty has done in a long time. We hope that we may develop some comprehensive plan for training Sunday School teachers.

During the past year the colleges of North Carolina have, for the first time, formed an efficient association by which they have been able to do some splendid co-operative work and so advance the cause of higher education in our State. Guilford College took the leadership in the formation of this association and the success of its work was due very largely to the choice of subjects which

Guilford brought before its meetings.

Finally I would mention the splendid work of Dr. Elwood C. Perisho who has been on the college faculty during the past year and has lectured and visited widely in the public schools of the state. Altogether he has given 335 addreses, has visited sixteen counties and has spoken to some 30,000 people. Twenty-seven of the addresses were on Commencement occasions at High Schools. The result of this work has been to inspire many youths to continue their education, and his whole work has been a real contribution to the educational life of our state. Dr. Perisho and other members of the faculty have visited more than forty of our meetings since the first of the year and have thus carried on a real campaign for Christian education.

A BALANCED BUDGET

A third item in the year's operation which we should mention is the fact that for the first time in nine years we have closed our financial accounts without a deficit.

More than a year ago the Trustees of the College resolved that the annual deficits must come to an end. They appointed a committee to carefully investigate the expenses of operation and reduce them to the lowest possible figure commensurate with efficiency. Then they appointed a committee to raise the necessary funds to meet the expenses. The gifts required were secured from three sources: (1) from the Trustees of the College, the Advisory Committee, the Faculty, Alumni, and other old students; (2) from the Forward Movement funds of North Carolina Yearly Meeting; (3) from the General Education Board of New York City. The stopping of deficits in this way by the generosity of our people is a most commendable achievement and marks a new day in the life of our College. We believe that the people will like this method of doing things so well they will declare that deficits shall be no more. We can tell within a few dollars the cost of operating the College during the coming year, and we can estimate as accurately

the income from endowment, students' fees and other regular sources, and can tell the public just what must be raised to meet the expenses. The time to raise this is before it is spent. We all know that it must be raised sometime and we believe that our good people will subscribe it in advance with a better spirit and a finer co-operation than after the deficits have accumulated to a discouragingly large sum.

Donations to the College during the year amounted to $16,000.00. We must look to our friends for a similar amount to meet expenses for the coming year. It would require an endowment of $300,000.00 to supply an income sufficient to cover this amount. We hope that our friends will realize the importance of raising this endowment with such help as they may receive from otside the state. It will take a heroic effort, but we believe such an effort will bring some generous help from agencies that are able to give in large sums.

I cannot leave this question of financial aid without referring to the splendid work the Advisory Committee has been doing during the past two years. The financial strain had made it impossible for us to do the repairing needed in several of our buildings. Especially was this true of the kitchen and dining room at Founders' Hall. The Advisory Committee undertook to meet some of these needs and have enlisted the interests of many women throughout the Yearly Meeting who have by various means known to resourceful women raised $964.00. Some of which has been used and the rest of which will be used to make Founders' Hall a more attractive place. The Monthly Meetings of the Advisory Committee and their active interest in the College have been a great encouragement to those who are bearing the burdens of the institution, and we believe they are bringing about a new and finer support of our College.

In connection with the many contributions which the College is making to the active work ef the church we would mention the fact that during the past four years as many Friends preachers

have finished or nearly finished the College course as in all the previous history of the College. We are trying to make this new interest in the ministry a permanent thing in our college life. During the past year a group of young men, thirteen or fourteen in number met every other Sunday evening in my home to talk over the problems of Christianity and and the development of a Christian program for a community. Some of these young men are definitely planning to enter the ministry and we hope that these meetings will lead others to respond to the call for service along this line. With the increasing opportunities and demands for ministers in our Yearly Meeting no doubt more and more of our young people of ability will be ready to answer: "Here am I, send me."

In all the affairs of the College we sincerely endeavor to realize the faith, hope and love which was regnant in the hearts of the noble men and women who have sacrificed to make this institution possible and we work and pray that we shall in no way violate the confidence which our friends place in us when they send to us their most precious possession in all the world—their children.

Raymond Binford.
President.

FALL OPENING

The opening of the college in September, 1922, brought a still larger number of college students and a corresponding decrease in the number of preparatory students. As the enrollment now stands we have 188 college students and 42 in the Preparatory Department.

There are twenty-seven names on the list of teachers and officers. Eight of these are Guilford men and women. Six are graduates of the college and two were students in the Boarding School and entered the service of the institution before it became a college. All who are teaching regularly in the college have done graduate work since receiving their bachelor degrees and most of them have done

as much as two years of such work. All have had as much as two years' experience as teachers.

The average teaching experience of the faculty is about thirteen years. These well trained and experienced teachers are able to give excellent training to the young men and women who have joined our student body.

All old students who have been helped by Miss Julia White in the Library will be sorry to learn that on account of failing health she has found it necessary to give up her work as librarian. Her cultured life, her fine spirit, her excellent judgment and literary taste have guided the students of Guilford College for many years. We all, faculty as well as students, deeply regret that we cannot longer have her generous help in our college library.

Many of our friends, however, will be happy to learn that Miss Katherine C. Ricks, of the Class of 1904 has been secured to take charge of this important work. Miss Ricks is well fitted for this work not only by her training and experience as a librarian but also by years of loyal, active interest in the college and by a keen appreciation of the splendid service Miss White has given to the institution. Miss Ricks comes to us not only with a technical training and a love for the college, but also with an experience of prominent activity in the social and religious organizations in Richmond, Virginia, which will make it possible for her to relate the development of the library in a vital way to the social and religious movements of our day. Under the proper management the Library is one of the most important factors in shaping the life of the college and in giving to it the proper cultural atmosphere. We are sure that under the leadership of our present librarian our library will continue in an ever more complete and efficient way to be the center of the intellectual and literary life of the college community.

Guilford College Bulletin

CATALOGUE NUMBER

1922-1923

Published Quarterly by Guilford College
Guilford College, N. C.

"To be at home in all lands and all ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men's work and criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever the task he undertakes; to make hosts of friends among men of one's own age who are to be leaders in all walks of life; to lose one's self in generous enthusiasm, and co-operate with others for common ends, to learn manners from students who are gentlemen, and form character under professors who are Christians—these are the returns of a college for the best four years of one's life."

FOREWORD

READ THIS!

and the next page before reading the rest of catalogue.

Guilford is a **Standard "A" College** according to the principles adopted by the North Carolina College Conference in 1922.

The degree of **Bachelor of Arts** or **Bachelor of Science** is conferred on those who complete the four years of work outlined in the various departments.

There are **twenty departments:**

1 Biblical Literature and Religious Education
2 Biology
3 Chemistry
4 Education
5 English
6 French
7 Geology
8 German
9 Greek
10 History
11 Home Economics
12 Latin
13 Mathematics
14 Philosophy
15 Physics
16 Political Science and Economics
17 Spanish
18 Piano Music
19 Vocal Music
20 Physical Culture

It is the purpose of the managers of the institution to build up a **college of three hundred students,** a hundred and fifty men and a hundred and fifty women, all of whom are graduates of a four-year high school. This makes enough students to carry on all the usual college activities. With this number it would be possible to preserve the **unity of the student body.** The average person can become personally acquainted with that many each year, but not with more than that.

It is also the purpose of the management to provide a **faculty of thirty** experienced and well trained teachers and officers—twenty-five of whom shall be teachers—to care for and train these three hundred students. We now have two hundred and forty students and twenty-seven teachers and officers, twenty-two of whom are teachers.

HOW TO READ THE CATALOGUE

In preparing this catalogue we have endeavored to present in the briefest possible manner the equipment and opportunities offered at Guilford College. We wish to eliminate all unnecessary material and to present in a clear outline the many interesting activities of the energetic life of the college.

1. First of all we give the dates of some of the most important events of the year: **Calendar, page 5.**
2. Next to this, will be found the names and organization of the men and women who have charge of the college: **Personnel, pages 6-13.**
3. The history and purpose of the institution together with the equipment in buildings, books and apparatus make a third chapter to our story: The history covers a period of four generations, and the policy and equipment have grown out of the labors of these generations: **History, Policy, Equipment, pages 14-27.**
4. The fourth chapter deals with the preparation required of those who wish to join the student body: **Requirements for Admission, pages 28-31.**
5. Some of the plans for the grouping of students for their work and for reporting this work are given under: **Rules Regarding Classification and Grading, pages 32-33.**
6. What one must do in order to be entitled to the bachelor's degree is presented under: **Requirements for Graduation, pages 34-36.**
7. The departments into which the class-work is divided and the various courses given by each department are presented in detail: **Departments of Instruction, pages 37-85.**
8. The student activities outside of classroom work are carried on by various organizations: **College Organizations, pages 86-92.**
9. Various Scholarships, Prizes and Honors are awarded each year. These are listed and those receiving them in 1921-1922 are given under: **Scholarships, Prizes, and Honors, pages 93-97.**
10. A few of the disciplinary requirements are described: **Discipline, pages 98-99.**
11. The charges and a general discussion of the expenses at the college will be found under the heading: **Expenses, pages 100-105.**
12. Some instructions for the benefit of new students should be read by those who are planning to come to the college for the first time: **General Information, pages 106-107.**
13. **A List of Students** attending the college in 1922-1923 is given on: **Pages 108-114.**

CALENDAR

EIGHTY-SEVENTH ACADEMIC YEAR

1923

September 11th Beginning of the Session
Registration and Classification
September 12th, 8:20 a. m. Recitations Begin
September 22nd Examinations for Removing Conditions
November 13th First Quarter Ends
November 29th Thanksgiving Recess
Community Singing
December 8th Henry Clay Oratorical Contest
December 19th, 11:30 a. m. Christmas Recess Begins

1924

January 2nd, 1:20 p. m. Recitations Resumed
January 21st to 26th Mid-Year Examinations
January 28th Second Term Begins
February 9th Zatasian Oratorical Contest
March 8th Examinations for Removing Conditions
March 31st Third Quarter Ends
April 12th Websterian Oratorical Contest
April 17th, 11:30 a. m., to April 23rd, 1:20 p. m.
Easter Recess
May 17th Philomathean Oratorical Contest
May 26th to May 31st Final Examinations
June 1st Baccalaureate Service
Sermon Before the Christian Associations
June 2nd Senior Class Day
Annual Meeting of the Alumni Association
June 3rd Commencement Day
Conferring of Degrees
Commencement Address

BOARD OF TRUSTEES

	Term Expires
Henry A. White, High Point, N. C.	1923
D. Ralph Parker, High Point, N. C.	1923
C. P. Frazier, Greensboro, N. C.	1924
Walter E. Blair, Greensboro, N. C.	1924
J. Elwood Cox, High Point, N. C.	1925
Jeremiah S. Cox, Greensboro, N. C.	1925
David White, Greensboro, N. C.	1926
Zeno H. Dixon, Elkin, N. C.	1926
Charles F. Tomlinson, High Point, N. C.	1927
Dudley D. Carroll, Chapel Hill, N. C.	1927
Joseph D. Cox, High Point, N. C.	1928
Paul C. Lindley, Pomona, N. C.	1928

J. Elwood Cox, *Chairman*
David White, *Secretary*

ADVISORY COMMITTEE

	Term Expires
Roxie D. White, Guilford College, N. C.	1923
Sandia Lindley, Pomona, N. C.	1923
Mary M. Petty, Greensboro, N. C.	1924
Gertrude W. Mendenhall, Greensboro, N. C.	1924
Bertha Cox, High Point, N. C.	1924
Mary D. Cox, High Point, N. C.	1925
Mary E. M. Davis, Guilford College, N. C.	1925

STANDING COMMITTEES OF THE TRUSTEES

Officers and Faculty—C. F. Tomlinson, D. D. Carroll, J. D. Cox.

Literary Department—Dudley D. Carroll, C. F. Tomlinson, Zeno H. Dixon.

Boarding Department—C. P. Frazier, Zeno H. Dixon, Walter E. Blair.

Buildings and Grounds—D. Ralph Parker, David White, H. A. White.

Water, Lights and Heat—H. A. White, J. S. Cox, D. Ralph Parker.

Farm—Walter E. Blair, Paul C. Lindley.

Endowment Fund—J. E. Cox, David White.

Auditing and Finance—J. S. Cox, D. D. Carroll.

Committee to Confer with Committee from Yearly Meeting—J. S. Cox, C. P. Frazier.

FACULTY

RAYMOND BINFORD, S. M., PH. D.

BIOLOGY

B. S., Earlham College, 1901; S. M., University of Chicago, 1906; Fellow in Johns Hopkins University, 1911-1912; Ph. D., Johns Hopkins University, 1912; Scientific Assistant at United States Fisheries Laboratory, Beaufort, N. C., summers 1908-1911; Instructor in Invertebrate Zoology, Marine Biological Laboratory, Woods Hole, Mass., summers 1912-1917; Professor of Biology and Geology, Guilford College, 1901-1914; Professor of Zoology at Earlham College, 1914-1918; President of Guilford College, since 1918.

LEWIS LYNDON HOBBS, A. M., LL. D.

LATIN

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908; Principal New Garden Boarding School, 1878-1884; President Guilford College, 1888-1915; President Emeritus, since 1915.

JAMES FRANKLIN DAVIS, A. M.

GREEK AND BIBLICAL LITERATURE

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philosophy, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Guilford College, since 1888.

ELWOOD CHAPPELL PERISHO, M. S., LL. D.

LECTURER AND DIRECTOR OF COLLEGE EXTENSION

B. S., Earlham College, 1887; M. S., Earlham College, 1889; Scholar University of Chicago, 1893-1894; Fellow University of Chicago, 1894-1895; LL. D., Earlham College, 1910; Assistant in Science, New Garden Boarding School, 1887-1888; Professor of Mathematics, Guilford College, 1888-1893; Assistant in United States Geological Survey (field work), 1894; Professor of Zoology and Physics Wisconsin State Normal, 1895-1903; Professor of Geology, University of South Dakota, and State Geologist of South Dakota, 1903-1914; Dean of the College of Arts and Sciences, University of South Dakota, 1907-1914; President of the State College of Agriculture and Mechanical Arts, South Dakota, 1914-1919; Educational Administrator and Lecturer, U. S. Army Educational Corps, 1919-1920; Member of Faculty American Army University, Beaune, France, 1919; Lecturer, since 1920.

H. LOUISA OSBORNE, A. B.

LATIN

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, summers 1888-1895, 1902-1904-1909; Teacher Vermilion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Guilford College, since 1892.

MARK BALDERSTON, A. B.

PHYSICS

A. B., Haverford College, 1912; Student Haverford University, 1912-1913; Instructor Lafayette College, 1913-1915; Guilford College, since 1915. On leave of absence.

BESSIE V. NOLES, A. B.

HOME ECONOMICS

A. B., Bessie Tift College, 1906; Teachers' College, Columbia University, 1915; Librarian and Instructor, Bessie Tift College, 1906-1914; Teacher of Home Economics, Salem College, 1915-1917; Guilford College, since 1917.

FRANCIS CHARLES ANSCOMBE, A. B.

HISTORY AND BIBLICAL LITERATURE

A. B., Earlham College, 1916; Assistant in Biblical Literature, ibid., 1916; Assistant in English and Graduate Student, ibid., 1917; Instructor in Bible, ibid., summer 1920; Graduate Student Johns Hopkins University, 1917-1918; Guilford College, since 1918.

J. WILMER PANCOAST, B. S.

MATHEMATICS

B. S., Swarthmore College, 1901; Special Work at University of Pennsylvania, University of Cornell, University of Chicago; Instructor of Mathematics, George School, Bucks County, Pennsylvania, 1902-1918; Guilford College, since 1919.

L. LEA WHITE, A. B.

EDUCATION

A. B., Guilford College, 1904, and Haverford College, 1905; School of Education, University of Virginia Summer Session, 1907; Principal Jamestown High School, 1905-1910; Principal Winston-Salem City High School, 1910-1920; Guilford College, since 1920.

MARY ALINE POLK, A. M.

ENGLISH

A. B., Indiana University, 1915; A. M., Leland Stanford University, 1920; Teacher of English, Fritchton, (Indiana) High School, 1915-1919; Instructor in French and Spanish, Oakland City College, spring quarter 1919; English, Guilford College, since 1920.

RHESA LANCASTER NEWLIN, M. S.

MATHEMATICS AND PHYSICS

B. S., Guilford College, 1917; M. S., University of Chicago, 1922; Instructor in Mathematics, Clemson College, 1919-1920; Guilford College, since 1920.

HERBERT NICKSON BAKER, B. S.

ASSISTANT IN BIOLOGY AND AGRICULTURE

B. S., in Agriculture, Kansas State Agricultural College, 1920; Guilford College, since 1920.

ROBERT HORNIMAN DANN, A. M.

RELIGIOUS EDUCATION

A. B., Pacific College, 1917; A. M., Haverford College, 1918; Instructor Oak Grove Seminary, 1919; Graduate Student Andover-Harvard, 1920; Guilford College, since 1920.

JAMES WESTLEY WHITE

VOCAL

Student at International School of Vocalists, Boston; Private Teachers, New York; Soloist in leading churches of Boston and New York, in festivals and tours; Director of Chorus and Choir; Instructor in Vocal Music, Guilford College, since 1919.

BEATRICE LYNNE BYRD, B. M.

PIANO

B. M., Greensboro College, 1914; Voice Diploma, Greensboro College, 1914; Pupil of Anthony Carlsen, Los Angeles, Calif.; Studio Assistant to Director, Greensboro College, 1913-1914; Teacher of Voice and Piano, Greenville (S. C.) Woman's College, 1916-1918; Guilford College, since 1919.

KATE BRITTAIN SMITH, A. B.

ENGLISH

A. B., Guilford College, 1919; Graduate Student Bryn Mawr, 1919-1920; Teacher of English, Boulder City Schools, Col., 1920-1921; Guilford College, since 1921.

ROBERT S. DOAK, A. B.

MEN'S PHYSICAL DIRECTOR

A. B., Guilford College; Coach Elon College, 1911-1915; Coach Basketball and Track, Trinity College, 1916; Coach, Guilford College, 1916-1918; Athletic Work for Y. M. C. A. with A. E. F. in France, 1919; Guilford College, since 1919.

VIRGINIA ISABEL ROBINSON

DIRECTOR OF WOMEN'S PHYSICAL EDUCATION

B. S., University of Missouri, 1921; Student of Spanish, Normal University, Las Vegas, New Mexico, 1919; Student of Industrial Art School, Chicago, 1920; Director of Girls' Physical Education and Teacher of Art, High School, Novelty, Mo., 1917-1918; Director of Women's Physical Education and Instructor in Violin, Guilford College, since 1921.

LYRA MILES DANN, A. M.

PIANO

A. B., Pacific College, 1917; Graduate Student Willamette University, 1917-1918; A. M., Columbia University, 1919; Professor of Education, Pacific College, 1919-1921; Assistant in Piano, Guilford College, since 1921.

MADAME BOLETTE DE DURAS-HOFFMANN

FRENCH

B. es L., Geneva University; Student at Sorbonne; Special work at University of Heidelberg, and Columbia University; Principal Anglo-French School, Toronto, 1910-1920; Instructor of Romance Languages and German, Toronto Conservatory of Music, 1915-1920: French and Italian, Rayson School, New York City, 1921-1922; Guilford College, since 1922.

HEDWIG H. HOFFMANN, A. M.

FRENCH AND SPANISH

B. A., University of Toronto, 1919; M. A., (French), University of Toronto, 1920; A. M., (German), Columbia University, 1921; Specialist in Modern Languages and History, Faculty of Education, University of Toronto, 1920; Carl Schurz Fellow, Columbia University, 1920-1922; Instructor of German, Columbia University, 1921-1922; French and Spanish, Guilford College, since 1922.

JOSEPH DIXON WHITE, A. M.

CHEMISTRY

B. S., Guilford College, 1919; B. S., Haverford College, 1920; A. M., Haverford College, 1921; Assistant in Chemistry, ibid., 1920-1921; Graduate Student Harvard University, 1921-1922; Austin Teaching Fellow in Chemistry, ibid., 1921-1922; Professor of Chemistry, Guilford College, since 1922.

OFFICERS OF ADMINISTRATION

RAYMOND BINFORD
PRESIDENT

H. LOUISA OSBORNE
DEAN OF WOMEN

RHESA L. NEWLIN
DEAN OF MEN

BESSIE V. NOLES
SECRETARY

MAUD L. GAINEY
TREASURER

KATHERINE C. RICKS
LIBRARIAN

VIRGINIA I. ROBINSON
REGISTRAR

SARAH E. BENBOW
MATRON

ROBERT MARSHALL
SECRETARY TO THE PRESIDENT

MAUDE SIMPSON
STENOGRAPHER

EMILY R. LEVERING
MATRON NEW GARDEN HALL

COMMITTEES OF THE FACULTY

Absences—Rhesa L. Newlin, H. Louisa Osborne, Herbert N. Baker, Virginia I. Robinson.

Athletics, Boys—L. Lea White, Robert S. Doak, J. Wilmer Pancoast, Rhesa L. Newlin.

Athletics, Girls—Virginia I. Robinson, Bessie V. Noles, Kate B. Smith.

Campus—L. Lyndon Hobbs, Sarah E. Benbow, Bessie V. Noles, Herbert N. Baker, Margaret Anscombe.

Credentials—L. Lea White, Mary A. Polk, Virginia I. Robinson, Joseph D. White.

Debates and Lectures—Robert H. Dann, L. Lyndon Hobbs, Francis C. Anscombe, James W. White, Helen T. Binford, Hedwig H. Hoffmann, Kate B. Smith.

Discipline—H. Louisa Osborne, Rhesa L. Newlin, L. Lea White, Herbert N. Baker, Emily R. Levering, Bessie V. Noles.

Examinations—J. Wilmer Pancoast, Kate B. Smith, Joseph D. White.

Executive—L. Lyndon Hobbs, Rhesa L. Newlin, H. Louisa Osborne, L. Lea White.

Library—Katherine C. Ricks, J. Franklin Davis, Francis C. Anscombe, Mary A. Polk, Bessie V. Noles.

Publications—Francis C. Anscombe, Mary A. Polk, Robert H. Dann, Hedwig H. Hoffmann.

Social—H. Louisa Osborne, J. Wilmer Pancoast, Robert H. Dann, Lyra M. Dann, Katherine C. Ricks, Joseph D. White.

HISTORY, POLICY, EQUIPMENT

NEW GARDEN BOARDING SCHOOL

The Society of Friends was among the earliest religious bodies to organize a church in North Carolina. Their church records embrace a period of two hundred and twenty-five years. In 1696-1698, John Archdale, an English Friend, was Governor of the Colony of North Carolina and South Carolina. George Fox, the founder of the Society of Friends, spent a short time in North Carolina in 1672, and was received with great favor by the colonial officials.

The appeal which the Friends made to each individual in meetings for worship and in all church responsibility naturally called for an educated membership — a true democracy. Accordingly we find among the Friends of our state early discussions of educational needs and a concern arose in the yearly meeting in 1830 for better schools. The eloquent Jeremiah Hubbard pleaded for this cause, and Nathan Hunt, of sacred memory, took the subject under his protecting care. His appeals in behalf of a central school aroused the interest of many Friends in other states, and notably of George Howland, of New Bedford, Mass. The decision was reached to found a boarding school of high grade to meet the needs of the young people. As a result the present Founders Hall was erected, a substantial, two-story brick building, offering accommodations to both boys and girls.

Thus was founded New Garden Boarding School, which was opened on the first day of August, 1837, there being present the first term fifty students—twenty-five boys and twenty-five girls—and it has been operated from that day forward with no interruption, even during the Civil War.

GUILFORD COLLEGE

After fifty-two years of New Garden Boarding School there was a demand for expansion and extension of the course of study. This led to the organization of Guilford College, which was chartered by the state in 1888, with authority to confer academic degrees upon the completion of a college course.

POLICY AND IDEALS

The founders of the College desired to establish an institution where a broad liberal culture might be secured with homelike surroundings and under religious influences. The history of the College has continuously demonstrated that these ideals have been attained to an unusual degree. An education which has for its sole object the increasing of the earning power of the student has no place at Guilford, for while this object is not lost sight of in the rigid mental training that is given and in the various professional courses which are offered, yet an earnest effort is made to combine with an increase in ability an increase in spiritual insight and a widening of the mental horizon.

Although Guilford College cannot properly be classed as a professional school, yet the College is abundantly prepared to give in its well equipped and up-to-date laboratories thorough scientific training for advanced professional study. The immature student gains the advantage of the intimate personal oversight of the faculty such as is possible in a small college only.

In accordance with the ideals outlined above, the course is designed to include something of every important phase of human knowledge, but the requirement is also made that one subject be studied with sufficient thoroughness to make that a life work if desired.

A good many Guilford students teach, and the excellent reputation which the graduates of the College have acquired in this work has been due to the fact that the College insists on the importance of acquiring a thorough knowledge of the subject to be taught. A sufficient number of courses in Education are offered to give the student a proper professional training and satisfy all the state requirements.

Thoroughness in all things and a serious effort to avoid all sham and pretense have characterized the policy of the College since the beginning.

RELIGIOUS EXERCISES

Although under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purpose of the founders, the

religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote a positive, healthy religious life.

All students are required to attend the regular meetings for worship held once a week.

The Y. M. C. A. and Y. W. C. A., in which nearly every student is enrolled, are very active organizations, and through their weekly prayer meetings, Bible classes, Mission Study classes, etc., exercise a helpful and uplifting influence.

LOCATION

The founders of the school were careful to select a central locality, well reputed for healthfulness of climate, removed from immoral influences or distractions of any kind. A farm six and one-half miles west of Greensboro, in the midst of a progressive neighborhood, was chosen. The College is one mile from the railroad station, on the line from Greensboro to Winston-Salem. Here the School and College were founded in the midst of a most beautiful campus of more than thirty acres, well set in native oaks, gums and hickory trees. For nearly eighty-six years the institution has flourished and developed.

MATERIAL EQUIPMENT

FARM AND CAMPUS

The College property consists of two hundred and ninety acres of campus, field and woodland. The campus and athletic fields occupy about thirty acres. About half of the remainder has been cleared, most of which has been built up by a splendid system of cultivation. A fine herd of carefully selected grade Guernsey cattle is housed in a well appointed dairy barn to the east of the campus. The college table is supplied abundantly with milk and butter of the highest grade. An increasing effort is being made by the farm management to supply the major portion of the vegetables and fruits, both fresh and canned, which the college family uses during the year. The farm and dairy equipment and management are thoroughly modern in every respect and are valuable object lessons for students interested in agriculture.

The campus with its fine old oaks is the peer of any in the state. About it in a large quadrangle are grouped the ten principal buildings, all of which, except the gymnasium, are of brick, thoroughly substantial and unusually pleasing in appearance.

FOUNDERS HALL

On entering the grounds at the "1909" gateway one sees the white pillars of Founders Hall at the end of the long vista down the drive. This is the oldest building of the group. It was erected in 1837. In 1908 it was entirely remodeled and the second and

third floors equipped as a modern dormitory for girls. On the first floor are the dining room, the halls of the Philomathean and Zatasian Literary Societies, the matron's rooms, reception rooms and office of The Guilfordian. On the second floor is an assembly room for the Young Women's Christian Association.

ARCHDALE HALL

This hall was erected in 1886, and was named in memory of the Quaker Governor, John Archdale. It is used as a dormitory and will comfortably accommodate forty-eight men.

Y. M. C. A. HALL

This hall was built in 1891 to accommodate the Young Men's Christian Association. The upper floor has been made into two handsomely equipped literary society rooms for the Websterian and Henry Clay Societies.

MEMORIAL HALL

Benjamin N. and James B. Duke, who were educated at New Garden Boarding School, gave ten thousand dollars with which to erect a hall to accommodate the Science departments and also to supply an auditorium. This building was erected in 1897, and is named Memorial Hall, in memory of their sister, Mary Elizabeth Lyon.

This building contains the offices of the President, the Dean, the Treasurer and the Business Manager, the Book Store, Postoffice, the Chemical Laboratory and Lecture Rooms, the Biological Laboratory, the Music Department, the Auditorium, and the Museum.

NEW GARDEN HALL

This building was erected in 1907 by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of the girls who desire an education, and who are willing to help themselves by doing their own work, thus lessening their expenses. The Hall has every convenience of a modern home. It has rooms for forty-eight girls, besides a reception room and living rooms for the matron.

THE LIBRARY

This building was erected in 1909 with the aid of a donation by Andrew Carnegie. It is modern in all its appointments, having a fire-proof stack room, with steel shelving, and a large vault in which are stored many valuable manuscripts of North Carolina Quaker annals. The reading room is large and well lighted and is an ideal place for study.

The original Library was destroyed by fire in 1908, only about one thousand volumes being saved. The primary object in restocking the Library has been to make it most available for use, hence our facilities for reference work are especially worthy of comment. The Library is intended to be, and is well fitted to be, the workshop of the College, the center of its intellectual life.

There are now over ten thousand volumes in the Library and these are in use daily by students and persons connected with the College. The reading room is well supplied with the state papers, and the

best of magazines and periodicals representing general literature and the special departments.

KING HALL

The present King Hall is the third building so named, the former two having been destroyed by fire. The building as now constructed contains six class rooms, the Physics Laboratory and the laboratory for Home Economics.

COX HALL

Cox Hall is a dormitory for young men. The three center sections were built in 1912 and two new sections were added in 1917. This building will accommodate 104 students. The sections have separate entrances and are divided from each other by solid fireproof walls. On each floor of each section there are four rooms, and each group of four has its own shower bath and lavatory. There is hot and cold water in each room. In the basement is a locker room and shower baths for day students and visiting athletic teams.

THE CHURCH

The large meeting house was erected in 1912 to accommodate the sessions of the Yearly Meeting. It serves for the regular religious meetings of the College community.

THE GYMNASIUM

The Gymnasium contains an excellent basketball floor 50 x 76 feet. There are two galleries giving ample room for spectators at intercollegiate contests.

ATHLETIC FIELDS

The athletic equipment is large enough to enable every student in College to secure an abundance of outdoor exercise.

The Hobbs Athletic Field is a carefully graded tract of ground of three acres, perfectly adapted to football, soccer, baseball and track. It is surrounded by a quarter mile running track with a 100-yard straightway.

There are ten sand-clay tennis courts on the campus, giving ample room for all to play who desire to do so.

The girls' athletic grounds are situated to the west of New Garden Hall.

THE LABORATORIES

The College possesses four laboratories: Chemistry, Physics, Biology, and Domestic Science. These laboratories, comfortably situated in large, well lighted rooms, are well equipped with modern apparatus and offer every facility for elementary or advanced work.

The various material resources outlined above have been made possible by the generosity and aid of a large circle of friends of Guilford College, and everything has been done with a view to giving young women and young men a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These equipments represent a pretty large outlay of money and thought, and show that the management

has in mind the development and maintenance of an educational center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and characters of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming, for their own sakes and for the sake of all those whose lives they will in any way affect.

THE MUSEUM

The cabinet of natural history specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray and Wyandott Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, starfishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of birds' eggs, numbering over 1,200 specimens. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia and Africa. The eggs of the guillemots from the Faroe Islands, and the gulls and auks of Labrador and Iceland, are perhaps the most rare. There are also eggs of more than thirty specimens of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are the most valuable.

ENDOWMENT

The encouragement to make still greater provision for the future, which has been received from a wide circle of friends and philanthropists, has led to more earnest efforts to increase the efficiency of the College by adding to the permanent funds.

In 1905, an appeal was made to Andrew Carnegie and he responded by giving $45,000 to be used as a permanent fund. The same year Dr. D. K. Pearsons gave to the College $25,000 as an endowment to stand for the memory of his friend, Dr. Oliver Woodson Nixon, of Chicago, who was a native of Guilford County, North Carolina. The same year, also, Benjamin N. and James B. Duke gave $15,000 to the endowment, making their total donations to Guilford $25,000. Among the benefactors is Samuel Hill, who gave $5,000 in memory of his father, Nathan B. Hill,

and $6,000 subsequently for improvement in buildings and grounds. Dr. Alfred H. Lindley, of Minneapolis, created a fund of $5,000 to the memory of his daughter, Ella Lindley. In 1904-1905 a fund of $12,000 was established to the memory of Harriet Green, an English Friend who labored much in the Gospel among the Friends of America. The Francis White Fund of $5,000 is in memory of Francis White who, in his lifetime, gave assistance and great encouragement to the work of eduation in North Carolina.

The Jonathan E. Cox Fund of $5,000 was established by his son, J. Elwood Cox—endowment.

The Marvin Hardin Fund of $1,573 was established in memory of Marvin Hardin by the Class of 1904—a scholarship fund.

The William Johnson Fund of $1,500—a scholarship fund.

The Richardson Fund of $2,758, by will of Joseph S. Richardson—a scholarship fund.

The Fowell B. Hill Fund of $1,000, by will of Fowell B. Hill—endowment.

The Ezra Murray Meader Fund of $500, by will of Elizabeth Meader White—for mathematical department.

The Francis T. King Fund of $5,000, by will of Francis T. King—for care of buildings and campus.

The Wells Fund of $1,000—scholarship fund.

The Doctor Dicia Baker Fund of $7,540, by will of Dr. Dicia Baker—for Girls' Aid Committee of North Carolina Yearly Meeting.

The Susanna Osborne Memorial Fund of $500—for Girls' Aid Committee of North Carolina Yearly Meeting.

The John B. Griffin Fund of $1,250—a scholarship fund for girls.

The Joseph J. Cox Memorial Fund of $3,500—for the Biblical Department.

The Rufus and Lydia White Memorial Fund of $1,000—endowment.

The George W. White Memorial Fund of $1,000—endowment.

A fund of $1,000 for ministerial students or those preparing for Christian work, established by Elwood Cox.

The Richard L. and Hettie Overman Hollowell Fund of $10,000.

The total sum of permanent funds—those named above, and others—is $215,000.00. The plant and endowment are estimated to be worth $640,000.00.

REQUIREMENTS FOR ADMISSION

Graduation from an accredited high school or the equivalent.

Candidates for admission to the Freshman Class must have completed an accredited high school or a high school approved by the colleges of North Carolina, or they must have done work equivalent to graduation from one of the above described schools.

Applicants will be admitted without examination upon the presentation of a certificate of graduation from an accredited, or approved high school, provided the certificate shows the subjects taken in high school, the time devoted to each and the grade received. (See subjects required for entrance.)

Applicants who are not graduates of an accredited or approved high school but who present certificates showing the completion of work equivalent to graduation from an accredited high school may be admitted upon examination. The questions for this examination will be prepared by a commission appointed by the colleges of the state. An opportunity to take the examination will be given in June at the office of the Superintendent of Public Instruction in each county. Another opportunity will be given at Guilford College in September. Any one interested in arranging to take these entrance examinations should write to the President of the College for information concerning methods of procedure. The President of

the College will also be glad to advise students concerning opportunities to prepare for these examinations.

SUBJECTS REQUIRED FOR ENTRANCE

Entrance certificates must show the completion of the following units in order to secure Freshman standing:

English	3	units
Algebra	1½	units
Plane Geometry	1	unit
Foreign Languages	2	units
History	1	unit
Electives	6½	units

ELECTIVE SUBJECTS

The electives must be selected from the following subjects:

Subjects	Maximum Units
English	4
Social Science, including History and Civics	5
Mathematics, Algebra, Plane and Solid Geometry and Trigonometry	4
Greek	3
Latin	4.7
French	3
German	3
Spanish	2
Physiography	1 or .5
General Science	1 or .5
Biology	1 or .5
Botany	1 or .5
Zoology	1 or .5
Physiology	1 or .5
Chemistry	1 or .5

Physics	1 or .5
Drawing	1
Vocational Subjects	
Commercial Geography	.5
Agriculture	2
Manual Training	2
Home Economics	2
Stenography	1
Commercial Arithmetic	1
Bookkeeping	1
Bible	2
Music	2
Expression	.5

A high school course taken five periods a week for one school year is valued at one unit.

Not less than two units will be accepted in any one language, unless presented as an elective.

Students who intend to major in the departments leading to the degree of Bachelor of Arts should present four units of Latin for entrance, and must present two, except those majoring in the department of History, who may present French or German.

Students who intend to major in Mathematics, or some one of the sciences, and receive the degree of Bachelor of Science should, if possible, present French or German for entrance.

The amount of credit given for work in Natural Science, General Science, Physics or Chemistry will depend upon the laboratory work done in connection with the course as shown by a laboratory notebook which the applicant must submit in order to receive credit amounting to more than one-half of a unit.

The entrance credit allowed for vocational work will depend upon the nature of the work done and

upon the notebooks or other records which the student may submit.

One unit in Biblical Literature is accepted from Sunday schools which comply with the standards set by the Council of Church Boards of Education.

ADMISSION TO ADVANCED STANDING

Students from other approved institutions will be admitted to such standing as seems fair to the Committee on Credentials. The applicant in every case must present a statement of honorable dismissal, a catalogue of the school attended, and an official statement and description of the work done, with a record of full entrance credits.

RULES REGARDING CLASSIFICATION AND GRADING

SPECIAL STUDENTS

Persons of mature age, who are not candidates for a degree, may be admitted as special students. No special student will be permitted to register for less than twelve hours in any term except by consent of the faculty. Such an applicant may study subjects for which he is prepared.

REGULATIONS REGARDING RE-EXAMINATIONS

Opportunities for the removal of First Term conditions will be given in March and in September.

Opportunities for the removal of Second Term conditions will be given in September and in January.

Conditions should be removed at the first regular re-examination period after failure; if not then removed, a fee of two dollars will be charged against the student at the next regular re-examination period. A student who, after two opportunities, has failed to remove a condition must repeat the course, the repeated course taking precedence over all other courses.

A student in applying for a re-examination must inform the Dean at least two weeks before the date of examination.

GRADING OF STUDENTS

A student's standing is determined by daily recitations, hour examinations and final examinations. Reports are issued quarterly. At mid-year and at the end of the year the report covers the work for the whole of the previous term. The grades attained are indicated by the letters A, B, C, D and E. A indicates a grade from 91 to 100; B from 81 to 90; C from 70 to 80; D from 50 to 70; and E below 50. The numerical grades do not appear on the reports. A D grade for the term's work indicates a failure, with the privilege of passing the course by re-examination. An E grade for the term indicates that the course must be repeated.

All serious breaches of discipline, including all unexcused absences from classes, will be recorded on the reports.

CHANGING CLASSIFICATION

No student shall be allowed to change his classification without the consent of the Dean and the heads of the departments concerned. Only under very exceptional circumstances will such changes be allowed later than two weeks after matriculation.

REQUIREMENTS FOR GRADUATION

The course of study includes both required and elective subjects, so combined that the student may specialize in one field and at the same time acquire that general culture and breadth of knowledge which comes from a variety of studies.

The courses are valued by the credit hour, which is equivalent to one recitation a week for a half year of eighteen weeks. To obtain a degree a student will be required to complete a minimum of 124 credit hours and make an average grade of 75 per cent.

The following outline will indicate what subjects are required and what are elective and also show the amount and nature of the class work required for graduation:

COURSE OF STUDY

FRESHMAN YEAR

FOR A. B. DEGREE		FOR B. S. DEGREE	
English I	6	English I	6
Mathematics	9	Mathematics	9
Choose two of the following:		German or French	6
French, German, Greek, Spanish, History I or II	12	Chemistry I	8
Electives	3	Electives	3

SOPHOMORE YEAR

English II	6	English II	6
History I or II	6	History I or II	6
Language pursued in Freshman year	6	German or French	6
Chemistry I or Physics I	8	Biology I	8
Electives	6	Electives	6

JUNIOR YEAR

Biology I	8	German or French	6
Psychology	3	Psychology	3
Foreign Language	6	Electives	21
Electives	15		

SENIOR YEAR

Biblical Literature	6	Biblical Literature	6
Electives	24	Electives	24

RULES GOVERNING ELECTIVES

In choosing electives the student must take at least 24 hours' work in one subject known as the major subject. There are eleven departments from which one may choose a major. The requirements for each major and the accompanying minors are stated at the beginning of the description of each department in which a major is offered.

Candidates for the A. B. degree must select their majors from the departments of Biblical Literature, English, French, Greek, History or Latin. Candidates for the degree of B. S. must select their majors from the departments of Biology, Chemistry, Home Economics, Mathematics or Physics. For the A. B. degree a student must elect two years of either French or German or Spanish, and no one may be graduated with less than three years of foreign language. For

the B. S. degree a student must have had Course A or an equivalent in French and German and Course I in either of the languages.

A student who offers only two years of foreign language for entrance will be required to take four years of college work in foreign language before graduation.

Only those who are planning to take a major in the Department of History are allowed to elect history in the Freshman year.

THESIS

A dissertation on some scientific or literary subject is required of all Seniors. The subject must be related to a department in which the student has done eighteen hours work.

PHYSICAL EDUCATION

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. The amount of Physical Culture that is taken and reported is entered on the student's college record and thereby becomes a part of any statement of the work completed by the student.

DEPARTMENTS OF INSTRUCTION

For work in Agriculture, see the Department of Biology.

BIBLICAL LITERATURE AND RELIGIOUS EDUCATION

Guilford College is able to meet the needs of those who wish to prepare themselves for the Christian Ministry, but who do not expect to take a course at a Theological Seminary. The fundamentals are taught in a thoroughly scholarly, yet reverent way, and the various courses in this department are designed to thoroughly equip young men and women for various kinds of Christian service.

Students planning to go to a Theological Seminary will find that Guilford College is prepared to give them the necessary foundation for such studies.

A major in this department consists of 24 hours' work selected from the courses described below.

Six hours in English III, IV, V, or VI are required, and two years of an ancient language.

Students majoring in this department should elect courses in Philosophy.

Iab. Credit hours 6.

BIBLICAL LITERATURE.—The work in Biblical Literature consists of a survey of Hebrew and Jewish

history, with special studies in the prophetical writings during the Fall term. The Spring term is devoted to the study of the four Gospels. Four hours a week. One year. Required of all students in their Junior or Senior year.

II*a*. Credit hours 3.

THE HEBREW PROPHETS.—This course is designed to give the student an introduction to the personalities, methods and accomplishments of the Hebrew prophets. Commencing with the Book of Judges, the development of Monotheism and Judaism is traced until the Restoration. The prophet is shown to be a man of his own age as well as a man of God. The historical situation is determined when possible and the permanent spiritual message is examined. Textbook, lectures and reports. Three hours a week. First half year. Not given 1923-1924.

III*b*. Credit hours 4.

LIFE OF CHRIST.—A reverent, scholarly examination of the Life of Lives. Goodspeed's Harmony of the Gospels is used. Open to all students of college standing. Four hours a week. Second half year. Not given 1923-1924.

IV*a*. Credit hours 3.

LIFE OF PAUL.—In this course the preparation, conversion and travels of the great Apostle Paul are carefully studied and an attempt is made to determine his unique contributions to the development of

Christian thought and the Christian church. Lectures, assigned readings and reports. First half year. Not to be offered 1924-1925.

V*b*. Credit hours 3.

THE HISTORY OF THE CHRISTIAN CHURCH.—This course takes up in turn the epochs of the Christian Church from the close of the Apostolic period down to the end of the seventeenth century. Various historic interpretations of Christianity are studied in detail, including particularly the Greek, Latin, Lutheran and Quaker conceptions. Lectures, assigned readings and reports. Seminar method. Second half year.

GREEK NEW TESTAMENT.—This course is given to second and third year Greek students as part of the regular courses in Greek. Translation and explanation of the Greek text of selected readings from the New Testament. Four hours per week. Second half year.

VI*a*. Credit hours 3.

THE CHURCH SCHOOL.—A study will be made of the organization and administration of the Sunday school. Special attention will be given to the departmental school, making local application where possible. In addition a study will be made of the necessary equipment, methods of keeping records and measuring the growth and development of the school. Three hours first semester.

VI*b*. Credit hours 3.

TEACHING THE SUNDAY SCHOOL CLASS. — This course will make a study of the art of teaching a Sunday school class, including a study of the material to be used and the equipment required. There will also be a study of the story and its use in the Sunday school, with practice work in the class, and a study of the methods for training the devotional life. Three hours, second semester.

VII*a*. Credit hours 3.

THE RURAL COMMUNITY.—A study will be made of the conditions that confront the rural communities. The study will face the moral, religious, social and educational problems of rural and village life. As far as possible the conditions prevailing in North Carolina will form the basis for the study, and all through the course the point of view will be that of the churchman. Three hours, first semester.

VII*b*. Credit hours 3.

HISTORY OF QUAKERISM.—This course deals with the history of the Society of Friends from the time of George Fox up to the present. Attention will be given to the conditions in England and America previous to the time of Fox. The various periods of Quaker history will be studied, including the founding of Pennsylvania, the migrations west, the separations, and the modern tendencies. Three hours, second semester.

VIII*a*. Credit hours 3.

THE PASTOR AND HIS WORK.—This course will include a study of the organization of the church for work in the community from the pastor's point of view. A large section of the course will be a study of the sermon and its construction. Practice work will be required in the classroom. Three hours, first semester.

VIII*b*. Credit hours 3.

FOREIGN MISSIONS.—This course includes a study of the religions, history of Christian Missions, missionary methods and biography of the different fields as they are presented. The course will consist of required reading, lectures and reports. Three hours, second semester.

BIOLOGY

The department of Biology, with which has been incorporated the Museum of Natural History, occupies a well lighted room on the first floor of Memorial Hall and shares with the department of Chemistry a large lecture room in the same building. This lecture room is provided with a projection lantern and demonstration equipment. The laboratory, 30 x 60 feet, is well equipped for all the courses offered. The working tables provide for twenty students at one time, each student furnished with locker facilities, abundant working room, and proper light for microscopic work and dissection.

The equipment consists of simple and compound microscopes, materials and apparatus for both elementary and advanced work in histology, anatomy, cytology and embryology; of collecting apparatus and small aquaria and of a large teaching collection of biological specimens. This collection embraces a wide series of geological specimens, minerals, formations and fossils; an excellent collection of mounted bird skins and smaller collections of mammals, reptiles, amphibians, and invertebrates, besides a number of anatomical preparations and a large series of prepared microscopic slides of plant and animal tissues.

A major in Biology shall consist of course I*ab* and at least sixteen hours selected from the other courses offered below.

Students majoring in this department must take Chemistry I and should also take Organic Chemistry.

I*ab*. Credit hours 8.

GENERAL BIOLOGY consists of a study of the general facts, processes and laws that govern the existence of living things. Both plants and animals will be studied. Their structure will be observed, their life-history worked out and the life-processes learned. One finds in this course those fundamental facts which make it possible to understand one's own body. The principles of organization and co-operation are also discussed. Three lectures and six laboratory periods a week throughout the year.

II*b*. Credit hours 6.

VERTEBRATE ZOOLOGY AND COMPARATIVE ANATOMY. —In this course the structure of the different types of vertebrate animals will be studied and their origin and relationships discussed. Six periods a week will be devoted to lectures and laboratory work throughout the year.

III*a*. Credit hours 3.

GENERAL EMBRYOLOGY.—The development of the vertebrate animal from the egg to the adult form is followed, the chick being used as the chief example for observation. Six periods a week will be devoted to lectures and laboratory work during the fall term.

III*b*. Credit hours 3.

HEREDITY AND EVOLUTION.—Lectures and assigned readings on the subject of inheritance and the question of improving a race. This leads into the consideration of the evolutionary theory. Three lectures a week during the spring term.

IV*ab*. Credit hours 6.

ADVANCED BIOLOGY. — Courses in morphology or physiology of plants or in cytology, histology or physiology will be offered according to the wishes of students who are prepared to take them. Three hours a week throughout the year.

V*b*. Credit hours 3.

CONQUEST OF DISEASE WITH LABORATORY WORK IN BACTERIOLOGY.—A study of some of the common

prevalent diseases, with special emphasis upon prophylaxis, anaphylaxis and preventative medicine. A study of some of the more common non-pathogenic bacteria, which are illustrative of the various types, is taken up in the laboratory. The process of fermentation, sterilization and the various industrial applications of bacteria and bacterial products are taken up both in laboratory and class. Three lectures or six hours of work in the laboratory are required. Second half year.

AGRICULTURE

VI*ab*. Credit hours 6.

CARE OF FARM ANIMALS.—This course will deal with the principles of feeding, judging and breeding of farm animals. During the winter and spring especial attention will be given to poultry and to dairying. Laboratory and practical work is conducted. Open to students who have had Biology I. Given in alternate years with Course VII. Not to be given 1924-1925.

VII*ab*. Credit hours 6.

SOILS, CROPS AND FARM MANAGEMENT.—An introduction to the geology of soils. The principal soil-forming minerals and rocks will be considered in their effects in determining soil characteristics. Fertility of the soil and its management will be studied in relation to crops and general farm management. The course will be given in alternate years with Course VI. Not given 1923-1924.

CHEMISTRY

The Chemistry Department is located in two large rooms and a smaller advanced laboratory in Memorial Hall, the whole furnishing satisfactory laboratory facilities for fifty students. The laboratories are supplied with water, gas, light, electricity and compressed air and a stock of standard equipment necessary for efficient laboratory procedure. An exhibit of various commercial chemical products and raw materials has been started and is making an attractive addition to the department. Current issues of chemical journals and a large representative collection of books on Chemistry make a valuable working reference library.

The courses of study have been arranged to satisfy the requirements for admission to medical schools and also to furnish adequate training for entering industrial chemistry or for further pursuance of chemistry in the graduate schools of the universities.

A major in Chemistry shall consist of the following courses: I, II, III, IV. A student pursuing this major must begin Chemistry in his Freshman year. He is required to take Physics I and is strongly advised to take Chemistry V and courses in French, German and advanced Mathematics.

I*ab*. Credit hours 8.

General Chemistry.—This course consists of a thorough study of the more important elements and their compounds and the laws which govern them. It is designed to be of general educational value and to

give at the same time an accurate knowledge of elementary Chemistry and the methods of scientific study. Required Freshman year of all students electing the Chemistry, Physics and Mathematics, Biology and Home Economics Groups. No credit will be given for a half year's work in this course. Three lectures or recitations and four laboratory hours per week, the entire year.

Text.—McPherson and Henderson, A Course in General Chemistry.

II*ab*. Credit hours 6.

QUALITATIVE ANALYSIS.—This course consists of a thorough study of the methods for the separation and detection of bases and acids. Analyses are made of salts, alloys and minerals. One lecture and six laboratory periods each week. Prerequisite, Chemistry I.

III*b*. Credit hours 3.

QUANTITATIVE ANALYSIS.—A brief study of the methods used in Gravimetric, Volumetric and Electro-Analysis and the analysis of substances by the above methods. The course is planned for pre-medical students, but all students majoring in Chemistry are required to take it. Lectures, laboratory and stoichiometric exercises. One lecture and six hours laboratory each week. Prerequisites, Chemistry I and II. Second term.

Texts.—Moody, College Textbook of Quantitative Analysis; Blasdale, Quantitative Chemical Analysis.

IV*ab*. Credit hours 8.

ORGANIC CHEMISTRY.—This course consists of a study of the principal compounds of carbon and their derivatives. There will be two lectures or recitations and two laboratory periods of three hours per week. This course is required of all students majoring in Chemistry and will be essential to students of medicine. All year.

Text.—Norris, Organic Chemistry.

V*a*. Credit hours 3.

ADVANCED QUANTITATIVE CHEMISTRY.—This is a continuation of Course III, and consists of the analysis of minerals, gas, iron, steel and alloys. Laboratory and lectures. First half year.

V*b*. Credit hours 3.

CHEMISTRY SEMINAR.—Arranged primarily for students majoring in Chemistry. The student may spend his time with experiments in either physical or advanced organic Chemistry. Lectures, laboratory and outside reading. Second half year.

VI*a*. Credit hours 4.

CHEMISTRY OF FOOD AND NUTRITION.—This course comprises a study of the organic and inorganic foodstuffs, the changes which they undergo in body metabolism, the energy value of different foods and their economic value. As far as time will permit, additional topics, such as the Pure Food Law and the

manufacture of some of the more important food materials, are taken up. Lectures, laboratory work and outside reading. Prerequisite, Chemistry I. Four hours. First half year. Not given 1923-1924.

Text.—Sherman, Chemistry of Food and Nutrition.

A breakage deposit of one-fourth the laboratory fee is required of all Chemistry students except those taking Chemistry IV. The deposit will be included in the term fee.

EDUCATION

It is the purpose of this department to offer courses that will meet with the approval of the State Department of Education and that will warrant the issuance of an "A" grade high school teacher's certificate. Students desiring to obtain this certificate should plan their work with a view to taking eighteen hours of professional subjects.

I*a*. Credit hours 3.

PRINCIPLES OF SECONDARY EDUCATION.—This course covers a brief survey of the educational theories of the past in order to throw light on our present day principles and tendencies. It treats of the origin and development of our public school system and points out what society has demanded of the public school and how these demands are found imbedded in our present educational practice as well as how and to what extent the school reflects the life of the people for whom it exists. It concludes with

a careful consideration of some of the applications of modern educational theory and practice.

II*b*. Credit hours 3.

CLASS ROOM MANAGEMENT.—While this course is intended primarily for those who plan to make high school teaching a profession, its application may be adapted to elementary school work to advantage. It includes a preliminary study of the nature of high school pupils, the qualifications of teachers and the practical problems and methods of classroom organization and control.

III*a*. Credit hours 3.

EDUCATIONAL PSYCHOLOGY.—The purpose of this course is to acquaint the student with the more important findings of experimental psychology, particularly as related to the learning process. Original tendencies, impulses, mental characteristics, laws of learning, transference of training, individual differences, exceptional children, and such psychological problems as concern the teacher, will receive attention.

IV*b*. Credit hours 3.

HIGH SCHOOL METHODS.—After a preliminary survey of the psychology of high school subjects the practical problems of teaching these subjects are covered in considerable detail. The aim of this course is two-fold: first, to give the student a knowledge of the nature of high school subject matter; second, to give him a working knowledge of the methods of high school instruction.

V*a*. Credit hours 3.

HISTORY OF EDUCATION.—This course deals with the evolution of educational principles and practices. While a general survey of early European educational development is undertaken, the chief emphasis is placed on the last two centuries. A comprehensive review of the educational movements of this period is undertaken, in order that the student may be made conscious that present tendencies in education are the outgrowth of the reform conceptions of early modern times.

VI*b*. Credit hours 3.

SCHOOL ADMINISTRATION.—This course is designed primarily to meet the needs of those students who plan to become high school principals or supervisors, though the course should be of advantage to any one wishing to familiarize himself with the general problems of school administration. Emphasis will be placed upon the problems of county and city organization, school finances, relation of state to schools, relation of boards of education to the community, relation of superintendent and principal, etc.

VII*a*. Credit hours 3.

PRINCIPLES OF EDUCATION (For elementary teachers).—This course is designed to meet the demand for an introductory survey of the general principles that underlie good teaching. It aims to familiarize the student with the various types of learning and the principles essential to effective class instruction.

VIII*b*. Credit hours 3.

ELEMENTARY SCHOOL METHODS.—This is a continuation of course VII*a*, dealing more specifically with methods of teaching the various elementary school subjects. Emphasis is placed on the selection, organization and presentation of the subject matter of the grades. The problem-project method, various lesson types, lesson plans, etc., are given consideration.

IX*ab*. Credit hours 1. (On state certificate 3.)

OBSERVATION AND PRACTICE TEACHING.—Open to all seniors who are to apply for an "A" grade certificate upon graduation. Ample opportunity is offered students to become acquainted with the real teaching problem under the supervision of skilled teachers.

X*a*. Credit hours 3.

EDUCATIONAL SOCIOLOGY. (See course outlined under Sociology.)—The general course in Sociology is required, together with a special survey of some good text in Educational Sociology.

XI*b*. Credit hours 3.

SPECIAL METHODS IN HOME ECONOMICS.— (See course outlined in Department of Home Economics.)

ENGLISH

A major in English shall consist of Courses I, II, VIII, and a minimum of nine additional hours elected from the courses outlined below. A student pursuing this major must also take History II and Latin I, II and III.

I*ab*. Credit hours 6.

RHETORIC AND COMPOSITION.—The elements of writing based upon a study of modern prose writers and training in composition. Special emphasis is placed upon the writing of exposition. A minimum of collateral reading is required. Weekly themes, recitations, individual conferences. Three hours a week throughout the year.

II*ab*. Credit hours 6.

ENGLISH LITERATURE.—A survey course of English literature. The purpose of the course is to give the student a comprehensive view of the historical development of English literature and to train him to read with rapidity and intelligent appreciation. Lectures, discussions and reports. Three hours throughout the year.

III*a*. Credit hours 3.

AMERICAN LITERATURE.—A survey of the colonial period and a study of representative works of the greater American writers from Irving to Whitman. Three hours a week, first semester.

III*b*. Credit hours 3.

AMERICAN LITERATURE.—A study of the tendencies of American literature since 1870, with extensive representative readings. Three hours a week, second semester.

IV*a*. Credit hours 3.

NINETEENTH CENTURY PROSE.—The work of the chief prose writers exclusive of fiction. Readings

from Lamb, DeQuincey, Newman, Huxley, Mill, Arnold, Carlyle, Macaulay, Ruskin and Stevenson. Three hours, first semester. Not offered in 1923-1924.

IV*b*. Credit hours 3.

NINETEENTH CENTURY POETRY. — Coleridge, Wordsworth, Shelley, Byron, Keats, Arnold, Tennyson, Browning and Rosetti. Three hours a week, second semester. Not offered in 1923-1924.

V*a*. Credit hours 3.

MODERN DRAMA.—A study of the various influences which have manifested themselves in modern drama. Representative plays from German, French, Russian, Spanish, English, Irish, and American dramatists will be studied. Two hours a week, second semester. Not offered in 1923-1924.

V*b*. Credit hours 3.

MODERN NOVEL.—A study of the tendencies of the modern novel. Hardy, Kipling, Wells, DeMorgan, Galsworthy, Bennett, Conrad, Howells. Two hours a week, second semester. Not offered in 1923-1924.

VI*a*. Credit hours 3.

SHAKESPEARE.—A brief survey of the development of the Elizabethan drama and a study of fifteen of Shakespeare's plays, illustrating his development as a dramatic artist. Three hours a week, first semester. Not offered in 1924-1925.

VII*a*. Credit hours 3.

NEWS WRITING AND EDITING.—An elementary course in journalism with special emphasis on the gathering and writing of news. Practical exercises in editing, headline writing and newspaper make-up. Three hours a week, first semester.

VIII*b*. Credit hours 3.

ADVANCED COMPOSITION.—A course in practical composition with some attention to theories of structure and style. Practice in the fields of the essay, special article and criticism. Three hours a week, second semester.

IX*a*. Credit hours 2.

DEBATES.—The purpose of this course is to give training in the theory and practice of debating. Special attention is given to the making of briefs. Current social, political and economic questions are debated in class. Textbook and class debates. Class limited to sixteen students. Open to all college students. Elective only. Three hours a week, first semester.

IX*b*. Credit hours 2.

EXTEMPORANEOUS SPEAKING.—The course covers a study of various kinds of short informal speeches; their construction and delivery. Practice speaking comprises a major part of the work. Speeches are required that aim to develop the student's ability to talk under various conditions. Elective only. Three hours a week, second semester.

FRENCH

A major in French shall consist of courses outlined below (24 hours). A student pursuing this major must also take one of the following: Advanced English, 6 hours; Latin, 16 hours; German or Spanish (exclusive of Course A), 12 hours; History, 12 hours; courses from the Political Science department, 12 hours.

A*ab*. Credit hours 6.

Texts.—Fraser and Squair, Complete French Grammar; Halévy, L'Abbé Constantin; Labiche et Martin, Le Voyage de Monsieur Perrichon; Bercy, Français Pratique. Three hours per week.

I*ab*. Credit hours 6.

Prerequisite Course A. Careful study of grammar; reading; translation; conversation. Elementary course in French history of literature.

Texts.—Fraser and Squair, Complete French Grammar, Part II; Hugo, La Chute; Buffum, French Short Stories; Lamartine, Jeanne d'Arc; Banville Gringoire; L. S. Strachey, Landmarks in French Literature.

II*ab*. Credit hours 6.

Prerequisite Course I. Advanced course in reading, composition, conversation; phonetics.

A brief survey of early French literature and study of seventeenth century literature with special emphasis on the great classics, illustrated by the read-

ing of texts, from which the following are prescribed for critical study: French Verse of the XVIth Century (ed. Wright); Bossuet, Oraison Funèbre de Louis de Bourbon; La Bruyère, Caractères (de la Cour); Corneille, Le Cid; Racine, Andromaque; Molière, Le Bourgeois gentilhomme; l'Avare, le Misanthrope; Boileau, l'Art poetique; La Fontaine, Fables. Three hours per week.

III*a*. Credit hours 3.

Study of eighteenth century literature, illustrated by texts from which the following are prescribed for critical study: Lesage, Turcaret; Marivaux, Le Jeu de l'amour et du Hasard; Montesquieu, Esprit des Lois (Books I, II, III); Voltaire, Zaïre, Zadig, Prose; Rousseau, Pages Choisies; Beaumarchais, Le Mariage de Figaro, or Le Barbier de Seville; Chateaubriand, Atala. Three hours per week.

III*b*. Credit hours 3.

The Romantic School.

IV*ab*. Credit hours 6.

Study of modern French literature with special emphasis upon Flaubert, Maupassant, Daudet, Anatole France, Bourget, Rostand, Maeterlinck, Rolland, Brieux, Hervieu. Three hours per week.

GEOLOGY

I*ab*. Credit hours 6.

The principles of general geology. Three hours per week throughout two semesters. The work of the

first semester deals with structural geology and earth processes, that of the second with historical geology and the study of fossil remains. Throughout the course the dynamic viewpoint of geology will be emphasized. Two lecture periods and one laboratory, field or museum period per week.

Text.—Chamberlain and Salisbury, A College Textbook of Geology.

GERMAN

Students wishing to qualify for German I must offer two units of entrance work in the language or a certificate of one year's work in a college.

A*ab*. Credit hours 6.

Course for beginners. Pronunciation and grammar; oral and written exercises; dictation; sight translation; reading of simple German prose.

Texts.—Joynes and Wesselhoeft, German Lesson Grammar; Gueber, Märchen und Erzählungen; Müller and Wenkebach, Glück Auf; Storm, Immensee; Hillern, Höher als die Kirche; or equivalents. Second semester, a simple prose text. Three hours a week.

I*ab*. Credit hours 6.

Prerequisite, Course A. Grammar and composition; oral and written reproduction of selected passages of texts read; dictation; reading of prose and poetry.

Texts.—Wilkommen in Deutschland; Im Vaterland; Goethe, Herman und Dorothea; Schiller, der

Neffe als Onkel; Zschokke, der zerbrochene Krug, or equivalents. Three hours a week.

II*ab*. Credit hours 6.

Prerequisite, Course I. Advanced grammar; oral and written summaries of texts; extensive reading of prose and poetry.

Texts.—Chosen from such authors as Schiller, Lessing, Goethe, Freytag, Kleist. Three hours a week.

III*ab*. Credit hours 6.

An advanced course in German literature open to those who have completed Course II.

GREEK

A major in Greek shall consist of 24 credit hours of Greek. A student pursuing this major must also take 12 credit hours of Latin and two years' work in French or German.

I*ab*. Credit hours 6.

The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II*ab*. Credit hours 6.

In the second year, the third book of the Anabasis and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III*ab*. Credit hours 6.

During the first term of the third year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

HISTORY

A major in History shall consist of three full year courses, including History III, selected from those listed below. A student pursuing this major must also take course I*ab* in the Department of Political Science. He is required to take one year of English in advance of English II or two years of college Latin.

I*ab*. Credit hours 6.

MEDIÆVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the rise of the Papacy, the Crusades, the Renaissance, the Reformation, the French Revolution, and the Development of Modern Europe. Reference work in the library and reports on special topics form an essential part of the course. Three hours a week. One year. Given in alternate years. Not given 1923-1924.

II*ab*. Credit hours 6.

ENGLISH HISTORY.—This is a study of the political, industrial and constitutional development of England from the earliest period to the present time.

Special attention will be given the State, the English Church, the Puritan Movement, the Colonial System and the Industrial Revolution. Reference work and reports are required. Three hours a week. One year. Alternates with Course I as a requirement of Sophomores. Given in alternate years. Offered 1923-1924.

III*ab*. Credit hours 6.

AMERICAN HISTORY.—This is a course in advanced American History, and deals with origins, movements, and developments rather than mere incidents and facts. The social, political and economic development of the United States from the Colonial Period through the expansion of America into a World Power will be studied. Textbooks will form the basis of the course, but broad readings, reports, lectures and discussions will form the major part of the work. Three hours a week throughout the year. Required in the Political Science Group; elective in Junior or Senior year in all other groups. Given in alternate years. Not given 1923-1924.

IV*ab*. Credit hours 6.

AMERICAN GOVERNMENT.—This course is designed not only to give an accurate and comprehensive knowledge of the origin, structure and development of the government, but also an understanding of the government in operation. The course is also intended to make the students more intelligent citizens. The latest and best textbook will be used, and discussions concerning practical problems in government will be

frequent. Open to Sophomores, Juniors and Seniors. Prerequisite: American History.

a. First semester: Federal Government; three hours per week.

b. Second semester: State Government; three hours per week.

V*b*. Credit hours 3.

COMPARATIVE GOVERNMENT.—This course offers a comparative study of the constitutions and forms of government of the United States, England, Germany, France and Switzerland. Textbook and lectures. Juniors and Seniors. Second half year.

HOME ECONOMICS

The courses in Home Economics are designed to give the students practical scientific training in the most efficient and modern methods of meeting problems which confront women in the home, or to equip them for teaching the subject. Courses in related sciences are given in connection with the work of this department which will enable the student to become sufficiently trained in technical subjects to teach, to engage in community work, or to act as matron or housekeeper in a public or private institution. Among these courses are Chemistry VI, a course in the chemistry of food; and Biology V, which deals with the physiology of the digestive system, bacteriology and sanitation.

These courses as well as a course in general chemistry are required of all students specializing in Home Economics.

The laboratories, a suite of three rooms, including a cookery laboratory, three large pantries, a dining room, and a sewing laboratory, are entirely adequate to the needs. They are fully equipped, providing to each student opportunity for individual work.

A major in Home Economics shall consist of all the courses listed below or their equivalent, except Course IX which is open to Seniors and is not counted in the requirement for the bachelor's degree. A student pursuing this major must also take Chemistry VI and Biology V.

I*a*. Credit hours 3.

FOODS AND COOKERY.—This course includes a general survey of the principles of cookery. The five food principles are studied in detail, and practice is given in the cooking of those foods which serve best as illustrations. The course includes, also, a study of the history of foods, their growth and manufacture. The class prepares and serves two meals. Four hours laboratory per week. Sophomore year, first half year.

II*b*. Credit hours 3.

CLOTHING AND TEXTILES.—In this course instruction is given in hand and machine sewing, knitting, darning and patching. Simple garments, including underwear, bungalow aprons, and house dresses are made. Four hours laboratory, one hour lecture per week. Second half year. Sophomore year.

III*a*. Credit hours 3.

FOODS AND COOKERY.—A continuation of previous courses in Cookery, with emphasis on menu making and table service. Four hours laboratory work per week, one hour lecture. First half year. Junior year.

IV*b*. Credit hours 3.

CLOTHING AND TEXTILES.—A continuation of previous work in clothing. Garments more difficult in design and construction. A study of textiles gives primitive forms of textile industries; their later development; characteristics of cotton, linen, woolen and silk fibers. These facts are applied to purchasing of fabrics; to laundering of fabrics. Four hours laboratory per week, one hour lecture. Second half year. Junior year.

V*a*. Credit hours 3.

ART APPRECIATION.—This course includes, during the first quarter, a study of the evolution of the house; making of plans for modern houses; convenience and use of individual rooms; finish of woodwork and walls; principles of decoration. During the second quarter it includes a general survey of the fields of architecture, painting and sculpture from ancient to modern times. Three hours lecture per week. First half year. Junior year.

VI*a*. Credit hours 3.

DIETETICS.—This course includes a study of the nutritive value of foods, with particular reference to

the feeding of individuals of different ages from childhood to old age. Dietaries for invalids and for those suffering from diseases requiring special feeding are planned and prepared. Four hours laboratory work per week, one hour lecture. First half year. Senior year.

VII*b*. Credit hours 3.

CLOTHING AND TEXTILES.—Study of pattern; use of commercial patterns; characteristics of various fabrics and their suitability for various types of clothing. Study of costume design. Planning of complete outfit for college girl. Making of elaborate pieces of outfit. Work in millinery. Four hours laboratory work, one hour lecture. Second half year. Senior year.

VIII*a*.—Credit hours 3.

HOUSEHOLD MANAGEMENT.—This course includes a study of applied Home Economics in the home. This includes a study of the proper care of the home; of the fundamental principles of sanitation as relating to a home; of the correct apportionment of the family income; efficiency in management. Each Senior is required to do practice housekeeping in connection with this course. Three hours lecture per week. First half year. Senior year.

IX*b*. Credit hours 3.

METHODS IN HOME ECONOMICS.—A study is made of the Home Economics movement; the development of the work and its introduction into our schools, col-

leges and universities. Courses of study are planned for various types of schools. Each member of the class is required to do practice teaching. Three hours lecture per week. Second half year. Senior year.

LATIN

The purpose of this department is to familiarize the student first with Latin literature of the Augustan period and later with the Latin language as the vehicle of daily intercourse. Ease and accuracy in translations and a mastery of the general structure of the language are insisted upon. To accomplish this end, drills in idioms and inflections and practice in sight translations, oral and written, are frequent.

A major in Latin shall consist of four full year courses from those listed below, exclusive of Courses A*a* and A*b*. A student pursuing this major must also take two years of Greek.

A*a*. Credit hours 5.

CICERO AND COMPOSITION.—This course embraces the four Orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at. Oratorical style, historical and biographical setting are considered.

A*b*. Credit hours 5.

VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. A thorough drill in syntax is given. Poetic peculiarities and prosody are studied.

I*a*. Credit hours 3.

LIVY.—This course embraces two books of Livy. Rapid reading and sight reading in easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Three hours a week. First half year. Freshman.

II*b*. Credit hours 3.

TACITUS.—This course embraces the Germania and Agricola. The Germania is studied for its intrinsic value as history; the Agricola is studied as history and as a biography. The Agricola of Tacitus and the Poet Archias of Cicero are studied as masterpieces in Latin literature. Three hours a week. Second half year. Freshman.

III*ab*. Credit hours 2.

PROSE COMPOSITION.—Required in Freshman year of all persons in Groups AI and AII and of all persons electing Latin I and II. One hour a week. Throughout the year.

IV*a*. Credit hours 3.

SELECTIONS FROM VIRGIL.—This course embraces Georgics I and IV, and selections from the Æneid. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrating Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an

essential part of the course. Three hours a week. Second half year.

V*a*. Credit hours 3.

SELECTIONS FROM OVID AND PROPERTIUS. — This course embraces selections from the Elegies of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the Metamorphoses of Ovid are very valuable from the mythology which they contain treated in epic form. Three hours a week. First half year.

VI*b*. Credit hours 3.

HORACE.—Many of the Odes and of the Satires and Epistles, and the Ars Poetica constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Three hours a week. Second half year.

VII*a*. Credit hours 3.

CICERO'S TUSCULAN DISPUTATIONS I AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Three hours a week. First half year.

VIII*a*. Credit hours 3.

ROMAN COMEDY.—This course embraces the Captive and Trinumus of Plautus, the Phormio and

Adelphoe of Terence, and is intended to give the student an idea of the fundamental qualities of Roman Comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used—two very essential elements toward a correct understanding of the literature of a people. Occasional lectures on Roman private life will be given. Three hours a week. First half year.

IX*b*. Credit hours 3.

TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Second half year.

MATHEMATICS

The courses in Mathematics are designed to meet the needs of students desiring later to do graduate work in the best universities; to pursue scientific courses; to teach Mathematics in the public schools. The college requirement of nine hours of Mathematics for all candidates for graduation may be satisfied by passing six hours of algebra and three hours of trigonometry. Students majoring in Mathematics must take algebra, solid geometry and trigonometry in the Freshman year; analytical geometry and differential calculus in the Sophomore year; solid analytical geometry and integral calculus in the Junior year; and should take differential equations and advanced calculus in the Senior year, and in order mentioned.

I*a*. Credit hours 3.

COLLEGE ALGEBRA.—This course begins with a review of the ground work of elementary algebra, and includes quadratic equations, indeterminate equations, progressions, the binomial theorem for positive integral exponents and logarithms. Required of all Freshmen. Three hours. First half year.

Text.—Wells' College Algebra.

I*b*. Credit hours 3.*

COLLEGE ALGEBRA.—The binomial theorem for fractional and negative exponents, permutations and combinations, determinates and introduction of the theory of equations. Required of all Freshmen. Three hours. Second half year.

Text.—Wells' College Algebra.

II*a*. Credit hours 3.

SOLID GEOMETRY.—Required of students majoring in Mathematics. Three hours. First or second half year.

II*b*. Credit hours 3.

TRIGONOMETRY.—Derivation of formulae with their applications; trigonometric equations; solution of right and oblique triangles; problems involving practical applications. Required of all Freshmen. Three hours. Second half year.

Text.—Granville.

* Students majoring in Mathematics may take this course in the first half year by passing off course Ia by special examination upon entrance in the fall.

III*a*. Credit hours 3.

ANALYTIC GEOMETRY.—Theory of Cartesian and Polar coordinates; the straight line; the conic sections; the general equation of the second degree. Three hours. First half year.

Text.—Smith and Gale's New Analytic Geometry.

III*b*. Credit hours 3.

DIFFERENTIAL CALCULUS.—Three hours. Second half year.

Text.—Granville.

IV*a*. Credit hours 3.

SOLID ANALYTIC GEOMETRY.—Three hours. First half year.

Text.—

IV*b*. Credit hours 3.

INTEGRAL CALCULUS.—Three hours. Second half year.

Text.—Granville.

V*a*. Credit hours 3.

DIFFERENTIAL EQUATIONS.—A study of ordinary and partial differential equations, with their application to geometrical, physical and mechanical problems. Three hours. First half year.

Text.—Murray.

V*b*. Credit hours 3.

ADVANCED CALCULUS.—Total and partial derivatives; theory of infinitessimals; development of series;

definite integrals; approximations. Three hours. Second half year.

Text.—Osgood.

VI*a*. Credit hours 3.

TEACHING OF MATHEMATICS.—This course is designed to assist those desiring to teach Mathematics in the public schools. Three hours. First half year.

Text.—Smith, Teaching of Elementary Mathematics.

VII*b*. Credit hours 3.

SURVEYING.—Numerous field problems in the use of the chain, tape, compass, transit and level. Stadia and plane table work. The use of the solar attachment. Re-surveys. Laying out and dividing land. Profile leveling and establishing grades. Computation of areas. Correct form of note keeping. Complete survey of a farm. Careful drawings are made of all surveys. Emphasis in this course is laid on the field work. Three hours. Second half year.

VIII*a*. Credit hours 3.

DESCRIPTIVE ASTRONOMY.—This course deals with the main facts of astronomy and offers an elementary explanation of the methods by which the dimensions, distances, motions, physical character, etc., of the heavenly bodies have been ascertained. Three hours. First half year. Offered in 1924.

PHILOSOPHY

I*a*. Credit hours 3.

GENERAL PSYCHOLOGY.—A survey of the main facts, principles and theories of human psychology. The course aims to present a fairly comprehensive statement of the various viewpoints of modern psychology bearing upon the fundamental phenomena of consciousness. The results of scientific experiment are emphasized as well as the more metaphysical theories based upon introspection alone.

II*b*. Credit hours 3.

HISTORY OF PHILOSOPHY.—This course begins with a study of Greek Philosophy with especial attention given to Plato and concludes with an outline of modern theories of idealism. Representative thinkers in each of the main systems of philosophy are reviewed, and application is made to present day problems.

The textbooks used are: Weber, "History of Philosophy," and Royce, "The Spirit of Modern Philosophy." Lectures, discussions and a thesis. Senior or Junior year. Three hours. Second half year. Offered in alternate years.

III*b*. Credit hours 3.

ETHICS.—In this course the trend of Christian ethics is considered historically, and an attempt is made to find a fundamental basis of moral conduct. The work consists of lectures and notes on assigned readings, together with textbook and a theme on

some phase of ethical study. Three hours. Junior or Senior year. Second half year. Not given 1923-1924.

IV*b*. Credit hours 3.

LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Second half year.

Text.—Jevon's Lessons in Logic.

For other courses, see Department of Education.

PHYSICS

The Physics Department occupies two well lighted and well ventilated rooms in the basement of King Hall.

A major in Physics shall consist of 24 hours' work, including I*ab* and II*ab*, selected from those listed below. A student pursuing this major must take Mathematics III*a*, III*b*, IV*a*, and IV*b*.

I*ab*. Credit hours 8.

GENERAL PHYSICS.—In this course the principles and phenomena of Physics are taken up in detail. In the laboratory especial attention will be paid to accuracy of observation and measurement. Prerequisite, Plane Trigonometry. Three lectures and recitations and two two-hour laboratory periods each week throughout the year.

No credit will be given for less than a year's work.

Text.—Kimball, College Physics.

II*ab*. Credit hours 6.

ELEMENTS OF ELECTRICITY.—This course is designed for students who desire a practical working knowledge of the fundamentals of electricity. A detailed study will be made of dynamos, motors, inductance, storage batteries, electrolysis, and problems of illumination and power distribution. Prerequisites, Physics I or an equivalent and Plane Trigonometry. Three hours throughout the year—lectures, problems, recitations, laboratory.

Text.—Timbie, Elements of Electricity.

III*b*. Credit hours 3.

THEORETICAL MECHANICS.—During the first quarter the subject is developed historically. During the second quarter a more detailed study is made of problems in statics, dynamics of a particle, and elementary rigid dynamics. Prerequisite, Physics I. Lectures and recitations. Second half year.

IV*a*. Credit hours 3.

ELECTRON THEORY AND RADIOACTIVITY. — A study of Kathode Rays, conduction of electricity through gases, theories of atomic structure, radioactivity and X-rays. Prerequisite, Physics I. Lectures and recitations. First half year.

IV*b*. Credit hours 3.

ELECTRIC WAVES.—Production and reception of damped and undamped waves with a special study of the three-element vacuum tube. Prerequisite, Physics I. Second half year.

POLITICAL SCIENCE AND ECONOMICS

I*ab*. Credit hours 6.

ECONOMICS.—The purpose of this course is to give the fundamental principles underlying our industrial life. The course is based upon the study and discussion of a textbook supplemented by lectures and assigned readings on current economic problems. Juniors and Seniors. Three hours throughout the year.

II*a*. Credit hours 3.

POLITICAL SCIENCE.—The purpose of this course is to furnish an introduction to the study of the nature, origin, and evolution of the state, the more important political theories and the organization and operation of government.

Textbook, assigned readings and reports. Juniors and Seniors. First half year.

III*a*. Credit hours 3.

SOCIOLOGY.—The purpose of this course is to furnish an introduction to the study of society. A study is made of the development of modern social institutions and attention is given to a consideration of social forces, social processes, policies and principles. Textbook, assigned readings, lectures and reports. Juniors and Seniors. First half year.

For other courses, see Department of History and Department of Education.

SPANISH

The aim of this department is to give the student a knowledge of written and spoken Spanish not only for commercial purposes, but literary as well.

From this standpoint, the student is enabled to gain a two-fold knowledge of the language, by studying the life, customs and industries of our gifted neighbors on the south, and the best known works of the authors from the mother country, Spain. Both phases are emphasized in order to meet the desires of all.

No previous knowledge of Spanish is required for entrance to Course A.

A*ab*. Credit hours 6.

Texts.—Hills and Ford, First Spanish Course; L. Wilkins, Beginners' Spanish Reader; Alarcón, El Capitan Veneno.

Three hours per week.

I*ab*. Credit hours 6.

Prerequisite Course A or a two-year high school course.

Texts.—J. P. W. Crawford, Spanish Prose Composition; Garcilaso de la Vega, El Reino de los Incas; Escrich, Fortuna; Carrión y Aza, Zaragüeta; Perez Galdos, Doña Perfecta; Supplementary Reading—Valera, Pepita Jiménez.

Three hours per week.

II*ab*. Credit hours 6.

History of Spanish Literature of the Golden Age.

Texts.—Cervantes, Don Quijote; Lazarillo de Tormes (ed. Cejador); Lope de Vega, Amar sin saber a quien; Calderon, La Vida es sueño; Fitzmaurice-Kelly, History of Spanish Literature.

Three hours per week.

MUSIC

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged which will tend to cultivate the taste, develop the mind and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

Diplomas are given to those who complete the courses.

Credit toward the bachelor's degree to the amount of not more than eight hours will be allowed for work in the Junior and Senior years in Piano and Voice. This credit will not be allowed except upon the recommendation of the instructor in charge.

PIANO

This course covers a period of four years.

The attention of the student is called to the fact that there are extra charges in the Music Course. For tuition expenses in this department, see page 102.

An outline of the work required for a diploma in music is given below. Students who are taking the

collegiate work leading to a bachelor's degree will be required to do only the music given in this outline. Students who are not planning to take a bachelor's degree must do all this work before receiving a diploma.

FRESHMAN		SOPHOMORE	
English	6	English	6
French	6	French	6
Elective	12	History	6
Theory	2	Harmony	4
Piano	8	Sight Singing	4
		Piano	8
	34		34
Required practice per week, 10 hours.		Required practice per week, 12 hours.	

JUNIOR		SENIOR	
English	6	German	6
German	6	Counterpoint	4
Psychology and Philosophy	6	Piano	12
Harmony	2	Bible	8
History of Music	2	Electives	3
Electives	3		
Piano	8		
	33		33
Required practice per week, 12 hours.		Required practice per week, 14 hours.	

FRESHMAN

Special attention will be given to hand position, the proper use and control of fingers, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

SOPHOMORE

Finger and wrist exercises, scales taught in contrary and parallel motion, grouping by accents or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Selected studies from Czerny, Burgmüller, Loeschhorn, Op. 65, Bach's Two Part Inventions.

JUNIOR

Technical exercises. Scales in double thirds and sixths.

Studies by Bertini; Heller, Op. 47 and 45; Czerny, Op. 299; Bach; Loeschhorn, Op. 66; Czerny's "Legato and Staccato"; Sonatinas and easier Sonatas by Haydn, Mozart, Beethoven.

Mendelssohn's "Song Without Words."

Pieces by Handel, Jensen, Godard, Grieg, Raff, Henselt, Saint-Saens, Chopin, Schubert and others.

SENIOR

Technical exercises.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt, and others. Concertos by Beethoven, Mendelssohn and others.

Upon the satisfactory completion of the regular four years' theoretical and literary course, together with the four years' course in piano, the candidate for a diploma must satisfactorily perform programs conforming to the following schedule:

A concerto of advanced difficulty, a Beethoven sonata, selections from the more important works of Schumann, Chopin, Grieg, and composers of the modern schools.

VOCAL

The course covers a period of three years and comprises a thorough study of the correct principles of voice production and art of singing. Relaxation, breathing, and tone placing, ease of tone production and refinement of tone are insisted upon. Simple exercises for the placing and development of the voice are used, such as parts of scales, scales, arpeggios, and selected vocalises. Special attention is given to diction in English, Italian, German and French, as well as to artistic interpretation.

For graduation from the Vocal Department, the student is required to take an examination in Piano, Theory, Harmony, and Musical History.

FIRST YEAR

Vocalises: F. Sieber, Op. 92-97 for corresponding voices; Concone, Op. 9, and similar studies.

Repertoire: Songs will be selected mainly from folk songs and classical repertoire. Small songs like the following may be given for examination at the

end of the first year: Folk Songs; "The Blue Bells of Scotland"; "All Through the Night" (Welsh Air); "Drink to Me Only With Thine Eyes" (Old English); Mendelssohn, Op. 9, No. 5, "In Autumn"; Op. 8, No. 7, "May Song"; Op. 99, No. 3, "The Favorite Spot"; Weber's "Cradle Song".

SECOND YEAR

Technique: The technical work of the second year is the logical continuation of the first year's work. Ease of production, quality of tone, range and power are developed, bad habits are overcome, and correct ones acquired.

Vocalises: In addition to the material given in the first year, there should be added: "Salvatore Marchesi," Op. 15, twenty elementary and progressive vocalises; Concone, Op. 10, twenty-five lessons.

Repertoire: Songs like the following should be satisfactorily rendered at the examination: MacDowell's Op. 47, No. 1, "The Robin Sings in the Apple Tree"; Mendelssohn's Op. 71, No. 3, "To the Distant One"; Op. 47, No. 6, "By the Cradle"; Franz, Op. 5, No. 5, "Maid with Lips Like Roses Blooming"; Op. 9, No. 3, "Entreaty"; Schumann's Op. 127, No. 2, "Thy Lovely Face"; Op. 79, No. 14, "Ladybird".

To the repertoire of the second year should be added also the anthology of Italian song of the seventeenth and eighteenth centuries as bases of study in voice development and in old Italian style, which is the foundation of all singing schools.

THIRD YEAR

Technique: With normal development, the voices will differentiate more and more, and greater discrimination than in the preceding years will be found necessary in selecting exercises and songs for high, medium and low voices.

Vocalises: Bordogni, twenty-four easy vocalises; Parnofka, Op. 81, Book 2.

Repertoire: Songs of the Romantic and Modern Schools as well as Classical Schools should be studied with great thoroughness and care, and songs from Handel, Schubert, Beethoven, Mendelssohn, Schumann, Franz, Brahms and modern songs by American, French and German composers are included in this year. Selections from standard oratorios and operas are also studied.

FINAL EXAMINATIONS

The quality of each voice should be good (considering the natural quality of each voice as the standard to go by). Throughout the range of each voice, scales must be sung in piano and in forte, up and down, without showing an abrupt change of quality in changing from one tone to another, nor showing any undue effort in ascending or descending. Throughout the range of the voice, the student should be able to hold each tone and to swell and diminish it at will. During the second and third year, the student should be able to sing in good English, and also in Italian, German or French with good diction. Special attention will be given to articulation, pronunciation and interpretation.

SIGHT SINGING.—The object of this course is to enable the student to sing an ordinary melody at first sight, to know at first sight how music should sound and to write a melody after learning it.

This course is especially for beginners. It begins with the simplest intervals and rhythms and progresses until it includes difficult passages in modern vocal music. Two hours a week.

Text.—Dannhauser, Exercises in Solfeggio, Books I, II and III.

I*ab*. Credit hours 2.

THEORY.—Acoustics, only those facts which are of the utmost importance to musicians, are considered. Musical terminology; the orchestra and its instruments; study of rhythm and accent; embellishments; metre; hymn construction; figure treatment; phrasing; melodic construction; song forms; sonata forms; symphony; rondo, concerto; overture; aria form; recitative; canon, counterpoint; figure.

This course gives the student the knowledge to analyze, phrase and teach the various forms of music. One hour a week throughout the year.

Text.—Elson's Theory of Music.

II*ab*. Credit hours 2.

HARMONY.—This course begins with the study of scales, construction of major and minor scales leading to given intervals; study of triads; common chords; harmonizing melodies, either a given soprano or a figured bass; harmony in the minor; chords in first

and second inversions; cadences; chords of the seventh; uses of dominant seventh chords and sequences. One hour a week.

Text.—Preston Ware Orem's Harmony Book.

III*ab*. Credit hours 4.

HARMONY.—In the second year the course begins with the study of melody making; modulations; altered chords; non-harmonic tones; accompaniments; harmonization of chorales. Two hours a week.

Texts.—Chadwick's Harmony, Exercises by Benjamin Cutter.

IV*a*. Credit hours 2.

HISTORY OF MUSIC.—This course includes a survey of the growth in the art of music from the crude beginnings before the Christian era to the present. Special emphasis is laid upon the development of the opera; such composers as Bach, Handel, Haydn, Mozart and Beethoven of the classic school, and Schubert, Mendelssohn, Schumann, Chopin and Liszt of the romantic school. Whenever possible the works of the composers are illustrated by piano, voice and victrola selections. Two hours, first semester.

COLLEGE ORGANIZATIONS

LITERARY SOCIETIES

There are two literary societies for young men, the Henry Clay and the Websterian. They were organized in 1885 and have ever since exercised a strong and helpful influence on college affairs. These two societies occupied rooms in King Hall until that building was burned in 1908. In 1917 the societies moved into two large rooms on the second floor of the Y. M. C. A. building. These rooms have been handsomely furnished and are well equipped for every purpose, both social and literary.

The two societies for young women are the Zatasian and the Philomathean. These societies came into existence when the Philagorean Society was divided in 1908. The rooms occupied by these two societies are on the first floor of Founders Hall, and are beautifully and tastefully furnished.

The four societies meet every week on Friday night. Nearly every student in College belongs to one of them and all members are required to participate in the programs. Much valuable practice is gained in debate, oratory, declamation, extemporaneous speaking, the rendition of vocal and instrumental music, essay writing, and in the rules of parliamentary procedure. Each society conducts annually an oratorical contest.

During the year four formal inter-society receptions are given.

THE Y. M. C. A. AND Y. W. C. A.

The Young Men's and Young Women's Christian Associations of Guilford College were organized in 1889, and have a membership embracing practically the entire student body. Meetings are held every Thursday night and are addressed by students, members of the faculty, and speakers from outside the College. Joint meetings of the two Associations are held Sunday mornings. The Y. M. C. A. meets in the assembly room on the lower floor of the Y. M. C. A. Building and the Y. W. C. A. has a room in Founders Hall especially devoted to its use. A number of outside activities are conducted by committees appointed from these Associations.

Bible classes are held Sunday morning in which a majority of the students are enrolled. Weekly mission study classes are also conducted. The Associations yearly send delegates to the interstate convention and to the Student Conferences at Blue Ridge.

Committees are appointed by the Associations to meet new students on their arrival and give them every possible assistance. The Associations publish each summer a handbook of information about the College which is especially useful to new students. The social affairs of the College are in the hands of committees appointed by the Associations which work in conjunction with the faculty social committee.

Around the Y. M. and the Y. W. C. A. the religious life of the College centers and from them radiates a Christian influence which penetrates every phase of college activity.

THE COLLEGE CHORUS

The College Chorus is a mixed choir of fifty voices. The music studied is from the best composers. Each Monday evening at 6:45 the Chorus meets at Memorial Hall for music study. Twice a year an entire musical program is rendered. Director, Mr. White.

THE GLEE CLUB AND ORCHESTRA

The Glee Club, which has been doing splendid work for the past two years, has in its personnel twenty young men who prepare a musical program and make a tour of several cities in the state. Associated with the Glee Club is an Orchestra of six parts which has won much commendation. These organizations contribute a great deal to the success of various public functions at the College in addition to their special concert work.

THE DRAMATIC COUNCIL

The Dramatic Council is an executive board of nine members, representing equally the Young Women's Christian Association, the Young Men's Athletic Association and the faculty Literary Club. The Council was organized in 1921 to take charge of the presentation of the two plays which are given annually by the student organizations represented. The ideal of the organization is the presentation of clean, wholesome plays. Through its efforts a property room has been secured in Memorial Hall in which is stored all the permanent equipment which has been acquired.

THE DEBATING COUNCIL

The Debating Council is composed of six students, three from each of the literary societies for men, and one member of the faculty. The purpose is the promotion of the annual intercollegiate debates and the fostering of an interest in forensics.

THE GUILFORDIAN BOARD

The Guilfordian Board edits and publishes "The Guilfordian," the college weekly. It consists of twelve members elected by the four literary societies. The editor-in-chief, managing editor, the alumni editor, the business manager, assistant business manager, circulation manager, and the two faculty advisers are elected by the Board. The Board is provided with a comfortable office room in Founders Hall.

THE ALUMNI ASSOCIATION

The Alumni Association is organized with the following officers: Acting President, C. C. Smithdeal, Winston-Salem, N. C.; Secretary and Treasurer, Rhesa L. Newlin, Guilford College, N. C.

The Alumni Association, through its committees, extends aid to the College in various ways. There are committees on Athletics, Campus, Literary Work, Christian Work, and Publicity. A loan fund has been created by the Association for assisting students. Two meetings are held each year, one at commencement and the other in August. The Association publishes a bulletin in which reports of the year's proceedings can be found.

THE ATHLETIC ASSOCIATION

The Athletic Association has general oversight of the athletic interests of the College. Each student pays an athletic fee which makes him a member of the Association with full athletic privileges, along with the right to attend the college athletic contests.

All intercollegiate athletics are under the general direction of the Athletic Director and the Faculty Committee on Athletics, working in conjunction with the Athletic Association, a student organization. The managers of the teams are elected by the Athletic Association. The Athletic Council, which decides all important questions relating to athletics and which makes the financial appropriations, is made up of the Faculty Committee on Athletics, the Athletic Director, the officers of the Athletic Association, and the managers of the teams. There is also an Alumni Committee on Athletics.

The major sports are: Track, football, basketball, baseball and tennis, and ample facilities are provided for each of these. All schedules of games must be submitted to the Faculty Committee on Athletics for approval before final arrangements are made.

Athletic contests are promoted for the benefit of bona fide students only, and only such are permitted to represent the College in any athletic contest.

No student shall become a member of any Guilford College team during the Fall Term who registers after October 1st, nor shall any student become a member of a team during the Spring who registers after February 1st.

No student shall participate in any athletic contest who fails to pass at least eight hours of the work of the quarter previous to that in which the contest occurs.

No student shall be eligible for any athletic team who shall have been a member of any of the professional or league teams named in the classes A, B, C, and D in the publication of the National Baseball Commission.

PHYSICAL EDUCATION FOR WOMEN

AIMS

The aims of the department are as follows: (*a*) to provide an incentive and an opportunity for every student to engage in exercise daily for the promotion of health and efficiency; (*b*) To create enthusiasm and a constructive interest in play.

REQUIRED WORK

Regular physical exercise is required of all students. One hundred hours is the minimum required for one year. All students are required to take fifty per cent of their one hundred hours of exercise in class work, except during their Junior and Senior years.

MEDICAL AND PHYSICAL EXAMINATIONS

A medical and physical examination of all students will be required preliminary to their participation in the work of the department. No one will be permitted to engage in competitive athletics unless physically fit.

VOLUNTARY EXERCISE

Inter-class and inter-group contests will be conducted in all sports and activities, and are open to all students who are physically fit.

CREDIT

The amount of physical culture that is taken is entered upon the students' college record, and thereby becomes a part of any statement of the work completed by the student.

PUBLICATIONS

The Guilford College Bulletin is issued by the College four times a year. Included under this are: The Catalogue, The Alumni Bulletin, the various announcements and reports. These bulletins will be sent free of charge to any one on request.

The Guilfordian is published weekly by a board of editors elected by the four literary societies. Its main function is that of a college newspaper, but it also contains considerable material of a purely literary character. Alumni, old students, and friends of the College find it a valuable means of keeping informed as to what is going on at the College. The subscription price is $1.50 per year. Address all subscriptions to the business manager.

The Quaker is published at irregular intervals of one to two years by the Senior Class. It serves as a class book and also as a complete record in the form of pictures, poems and sketches of the various student activities of the College.

The Y. M. C. A. Yearbook is published during the summer by the Y. M. C. A. It contains all the information about the College affairs useful to new men.

SCHOLARSHIPS, PRIZES AND HONORS

SCHOLARSHIPS

Haverford and Bryn Mawr College each offer annually to Guilford College a scholarship. In selecting members of the Senior Class or members of the Alumni Association to whom shall be awarded these scholarships great weight is given to rank in scholarship, but general excellence of character and promise of future usefulness in society are also taken into account. No one will be considered eligible to these scholarships who has not been a student at Guilford College for at least two years and who does not make application for consideration.

HAVERFORD

Haverford College offers annually to the young man of the graduating class whom the faculty shall recommend a scholarship of $300.00. The selection is made on the basis explained above.

BRYN MAWR

Bryn Mawr College offers each year to the young woman of the graduating class whom the faculty shall recommend a scholarship of the value of $400.00. The candidate is selected according to the statement above.

BIBLE TEACHERS' TRAINING SCHOOL FELLOWSHIP

The Bible Teachers' Training School, of New York City, offers a fellowship in their School of Theology to be awarded each year upon recommendation of the faculty of Guilford College, to a member of the graduating class or to a graduate of not more than five years' standing, whose purpose is to devote his life to Christian service.

The selection will be made on the basis of creditable scholarship, strength of character and personality, evidence of growing ability and limitation of financial resources.

The fellowship provides board, room and tuition and $50.00 for the student's incidental expenses. It may be held during the full course of three years. The incumbent must reside at the school, maintain a satisfactory standing in scholarship and engage in a limited amount of active Christian service under the direction of the Practical Work Department.

MARVIN HARDIN SCHOLARSHIP

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, has endowed an annual tuition scholarship, the same to be awarded to the Sophomore making the best average in the Sophomore studies, said amount to be available in the Spring of the Senior year, and only upon the condition that the student winning the money remain at Guilford during the Junior and Senior years.

PRIZES

LITERARY SOCIETY PRIZES IN ORATORY

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award an orator's prize. This prize is awarded at an oratorical contest which is held by each society some time during the year.

LITERARY SOCIETY PRIZES FOR IMPROVEMENT

Each of the four literary societies awards an improvement prize. This prize is given to the new member making the most improvement during the year.

DECLAMATION PRIZES FOR HIGH SCHOOLS

Each year there is held at the College a declamation contest for high school students. Each high school is entitled to send two contestants, a young man and a young woman. Two prizes are awarded, one to the successful young man and the other to the successful young woman.

These contests are conducted by the College literary societies in order to stimulate literary society work in the high schools.

HONORS

Members of the Freshman and of the Sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent in any subject, shall be entitled to "Honors".

Members of the Junior class who receive an average grade of 95 per cent in their major work and do not receive a grade below 90 per cent in any subject shall be entitled to "Special Honors".

Those members of the Senior class who have received "Special Honors" in their Junior year, and whose average grade in the Senior year does not fall below 95 per cent, shall be entitled to "Highest Honors".

DEGREES, PRIZES AND HONORS 1921-1922

The following degrees were conferred on commencement day, June 6, 1922:

DEGREES

BACHELOR OF ARTS

Sydnor Gladstone Hodgin
James Curtis Newlin
Ruth Evangeline Outland
Ruth Isabel Pancoast
Lulu Jackson Raiford
William Lee Rudd
Eurie Ellen Teague
Mabel Cornell Ward
Esther Katherine White
Fernando Murray White
James Hugh White
Marianna White
Elizabeth Winston Yates
Alta Cora Zachary

BACHELOR OF SCIENCE

Florence Talitha Cox
Everett Lewis Holladay
Mary Blanche Lindley
Henry Grady McBane
Margaret Edna Raiford
Lyle Lyndon Williams

SCHOLARSHIPS AND PRIZES

Marvin Hardin Scholarship Elizabeth H. Brooks
Websterian Orator's Prize Thomas R. English
Websterian Improvement Prize Elton Warrick
Philomathean Orator's Prize Annie Louise Ross
Philomathean Improvement Prize Anna L. Doub
Henry Clay Orator's Prize B. Russell Branson
Henry Clay Improvement Prize Paul G. Knight
Zatasian Orator's Prize Hattie Allene Johnson
Zatasian Improvement Prize Folsam Neal
Peace Oratorical Contest Thomas R. English
Freshman Declamation Contest Margaret Levering
High School Contest:
For Boys Joseph Greeson
For Girls Elsie Green

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the College, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great care is taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or if he fails to co-operate with the faculty in maintaining good order or engages in practices which are harmful in their influence over others, or to the reputation of the College, his parents or guardian will be informed of the facts and unless amendment be promptly made, he will be dismissed or his parents requested to withdraw him.

Students not members of the Senior or Junior classes, wishing to go to Greensboro or to any place at a distance from the College, must obtain permission from the proper authorities.

The reading of pernicious literature, hazing in any form, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, are considered grave offenses, and treated accordingly.

The effect of tobacco on the minds of the young is so injurious that the College takes all proper means to discourage its use, and will not allow it on the grounds. If any student persists in using it elsewhere, his standing thereby will be lowered and so entered upon his record.

During the Christmas and Easter vacations no meals will be served at the College and all rooms must be vacated.

EXPENSES

The amounts given below cover the board, room rent, laundry, tuition, registration fee, athletic fee, library fee and lecture fee for the entire academic year of nine months.

Boys living in Cox Hall	$345.00
Girls living on second floor Founders Hall	335.00
Girls living on third floor Founders Hall	325.00
Girls living in New Garden Hall, not including laundry (estimated)	210.00
Boys rooming in Archdale Hall	300.00
Boys who are day students	98.00
Girls who are day students	95.00

Students who study Biology, Chemistry, Geology, Physics or Surveying will be charged laboratory fees and those studying Home Economics and Music pay fees in addition to the amounts given above. For these charges see the following pages.

College students taking more than 18 hours of work must pay $2.00 extra for each additional hour.

A deposit fee of $2.00 for women and $5.00 for men is required. After all unnecessary damages are assessed the remainder is returned at the end of the year.

A graduation fee of $10.00 is charged at the end of the college course.

The matron of the College looks after cases of slight illness, but in cases requiring a physician the student is charged for medical attention and nursing.

Thirty per cent of the total charges for the year are due at the beginning of the year, September 11th; 20 per cent on November 13th; 30 per cent at the beginning of the second half year, January 28th; and 20 per cent on March 31st. In case a student is absent from College on account of protracted sickness of ten days or more a pro rata part of the money paid for board will be refunded on presentation of a physician's certificate that he is not able to return. If a student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

Except in special cases, no reduction is made for students who enter college late. No reduction for a fraction of a week will be made.

A fee of $2.00 is charged for the privilege of late registration.

LABORATORY FEES

Laboratory fees not included in the foregoing statements are as follows:

Chemistry A or VI	$ 5.00
Other courses in Chemistry	15.00
Biology	8.00
Geology	4.00
Surveying	1.00
Physics	10.00
Home Economics	25.00
Mechanical Drawing	1.50

COST OF INSTRUCTION IN MUSIC

Piano, two lessons per week	$60.00
Vocal lessons, two lessons per week	60.00
One lesson a week, in Piano	36.00
Use of Piano for practice, one period daily	10.00
Each additional period	6.00
Certificate for graduation in Music	5.00

Day students taking music only will be charged $75.00 a year.

Students living in the dormitories must take at least one college subject in addition to their music.

Music students who take but one college subject will be charged $45.00 less than the sum of the amount for music and the other college subjects. Music students who take two college subjects will be charged $15.00 less than the total amount for music and other college subjects.

NEW GARDEN HALL FOR YOUNG WOMEN

This hall will accommodate forty-eight girls and is a most excellent hall of residence. Girls are admitted here on the following terms: Each girl agrees to perform her allotted part of the household duties and pay to the matron of New Garden Hall the actual cost of board in advance. In this way the board will be furnished for about $8.00 or $9.00 per month for each girl. Girls in this Hall may do their own laundry work. If this work is sent to the College laundry, the cost will be $18.00 per year.

LOAN FUNDS

The College is in possession of several funds, the income from which is loaned deserving students. Students who use these funds sign a note which does not bear interest until date of leaving college. The signature of some other responsible person is required. Three of these funds are: The Miles White Beneficial Society Loan Fund, The Philadelphia Fund, and the Richardson Fund, the combined income from which is about $1,200.00 annually. The College Loan Fund consists of the gradual accumulation from payments of former loans. A loan fund has also been created by the Alumni Association.

MINISTERIAL STUDENTS

Students who are preparing for the ministry receive free tuition. Such students who ask for the remission of the tuition fee must sign a note which will be cancelled as soon as the signer is recognized or ordained as a minister of the gospel or appointed to a mission field. Otherwise the note will be in full force and will draw interest.

SELF-HELP

Guilford offers many opportunities for self-help. It is the aim of the College that no one shall be turned away for lack of means. Many students at the College are now paying a large part of their expenses either by earning or by borrowing money. Some students secure positions as waiters or janitors,

while others work on the campus or farm. The opportunity to devote all of one's time to study is, however, worth considerable financial sacrifice and students are not encouraged to do other work unless it is necessary.

ROOMS

No extra charge is made for light and heat in the dormitories. All rooms are fitted up with electric lights.

The rooms are comfortably furnished with bed room furniture—single beds with mattresses. The students furnish pillows, linen and all covering for their beds; also soap, towels, and napkins.

Any student may retain his room from one academic year to the next by giving due notice of his intention in writing before May 1st. Vacant rooms will be assigned in order of application.

Except a few single rooms in Founders, all are furnished for two students each.

A student may elect to occupy a double room alone. When this is possible, it will be allowed, but the charge will be one-half the regular room rent extra.

By special permission students of mature years may board and room outside the College buildings, but such permission gives them no exemption from the regular study hours, attendance at chapel, church services and lectures.

Students after arranging for rooms and board are not allowed to change without the consent of the authorities.

The matron has general oversight of all the household arrangements in all the dormitories, and much care is taken to look after the health and comfort of the students, but each occupant is held responsible for the condition of his room. Every student must make his bed and put his room in order before 10 o'clock each morning. All rooms will be inspected periodically. Any misappropriation or defacement of furniture or fixtures or any damage to the building will be charged to the occupants of the room where such damage occurs. This includes damage to the walls incurred by driving in tacks or nails. Pictures must be hung on the picture moulding provided for the purpose.

Tampering with the electric lights creates danger of fire, and is therefore forbidden. No student is allowed to use a lamp of higher candlepower than 25-watt Mazda unless it is supplied by the College authorities.

GENERAL INFORMATION

Students are met at the Guilford College station, on the railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the College. For conveyance to and from the station a moderate charge will be made to students, members of the faculty, or visitors.

On arriving at the College at the beginning of the term, young men should go to the office of the Dean of men in the center section of Cox Hall and make arrangements for occupying the room which has been assigned to them. Young women should see either the Dean of Women at Founders Hall or the matron at New Garden. Students should then go to the President's office in Memorial Hall and be properly registered and to the Dean's office to be classified.

The next step is to go to the Treasurer's office. The first payment on all charges is due at the beginning of the term and no student is fully matriculated until his card has been signed by the treasurer, thus indicating that satisfactory financial arrangements have been made.

Students sustain a great loss who are not present at the opening of the term.

Every article of clothing sent to the laundry must be plainly marked with the full name of the owner in indelible ink.

Telegraph and express offices are established at Guilford College station. The College has telephone connection with all points both on the local and long distance line.

The College post office is "Guilford College, North Carolina," and all mail should be so addressed.

STUDENTS

GRADUATE STUDENT

Coble, Anna Henley Guilford College, N. C.

SENIOR CLASS

Allen, Nellie Frances Snow Camp, N. C.
Bostic, Helen Worth Worthville, N. C.
Carroll, Nell Pemberton Mizpah, N. C.
Chilton, Emma Alice Ararat, N. C.
Crews, C. A. Dewey Walkertown, N. C.
Farlow, Elbert Wray High Point, N. C.
Farlow, Ralph Kelsey Guilford College, N. C.
Farlow, Vera Gertrude High Point, N. C.
Finch, Mary Ruth Guilford College, N. C.
Johnson, Hattie Allene Siler City, N. C.
Lassiter, Henrietta Mechanic, N. C.
Merriman, Charles Benbow Oak Ridge, N. C.
Mock, Lena Josephine Clemmons, N. C.
Moore, Dora Lott Liberty, N. C.
Motley, Sara Hope Danville, Va.
McCracken, Zola Elizabeth Guilford College, N. C.
Pearson, Ruth Hazel Dudley, N. C.
Rabey, Lois Marie Suffolk, Va.
Raiford, Clementine Ivor, Va.
Reynolds, Elma Ruth Randleman, N. C.
Robertson, Helen Guilford College, N. C.
Robertson, Mabel D. Guilford College, N. C.
Rush, Alta Gertrude Guilford College, N. C.
Taylor, James Spottiswood Danbury, N. C.
Wolff, William A. Greensboro, N. C.

JUNIOR CLASS

Beaman, Marie Troy, N. C.
Blair, William Wesley Greensboro, N. C.
Brooks, Elizabeth H. Mt. Vernon Springs, N. C.
Bundy, Ruby Gertrude Jamestown, N. C.

Cannon, John Webb Guilford College, N. C.
Cude, Elizabeth Stanley Winston-Salem, N. C.
Cude, Wendell Holmes Colfax, N. C.
Farlow, Zelma Leah Guilford College, N. C.
Frazier, John Gurney, Jr. Guilford College, N. C.
Harris, Sam Parkin Thomasville, N. C.
Holder, Eva Gertrude Tobaccoville, N. C.
Lassiter, Robert Glenn Mechanic, N. C.
Macon, Hersal Climax, N. C.
Osborne, Virginia Pleasant Garden, N. C.
Ragsdale, Ruth Madison, N. C.
Richardson, Hazel E. Randleman, N. C.
Shore, H. Bascom East Bend, N. C.
Shore, Marvin Yadkinville, N. C.
Taylor, Nellie Luna Danbury, N. C.

SOPHOMORE CLASS

Blalock, Nida Lee Guilford College, N. C.
Branson, Byron Russell Goldsboro, N. C.
Cannon, Jennie Howard Guilford College, N. C.
Casey, Jessie Frank Goldsboro, N. C.
Chilton, Nellie Emily Walnut Cove, N. C.
Coble, Clara Maie Guilford College, N. C.
Coble, Edna M. Guilford College, N. C.
Cummings, Robert Earl Stokesdale, N. C.
Diffee, James M., Jr. High Point, N. C.
Donnell, Pansy Climax, N. C.
Henley, Mary Calhoun Laurinburg, N. C.
Hobson, Daisy Ulala East Bend, N. C.
Hodges, Ruth Click Mocksville, N. C.
Hodges, Sara Mocksville, N. C.
Holder, Edward M. Tobaccoville, N. C.
Howell, James Wilkesboro, N. C.
Jones, William Cecil Jamestown, N. C.
Knight, Paul Gilmer Stokesdale, N. C.
Lambeth, Katie Lou Guilford College, N. C.
Levering, Frances Margaret Guilford College, N. C.
Levering, Ruth Guilford College, N. C.
Little, Lawrence Calvin Greensboro, N. C.
Lowe, Alice Ione High Point, N. C.

Macon, Edith Emily Climax, N. C.
Marshall, Robert K. High Point, N. C.
Merriman, Loyd Ella Oak Ridge, N. C.
McBane, Thomas Everette Graham, N. C.
Norman, Carrie Longene Cameron, N. C.
Pringle, Harriett V. Campbell, N. C.
Ragsdale, John O'Neille Madison, N. C.
Reynolds, John Ozment Randleman, N. C.
Robertson, Blanche Guilford College, N. C.
Staley, Fairy Gertrude Climax, N. C.
Thompson, Annabel Greensboro, N. C.
Thompson, Alfred Wade Benton, N. C.
Tuttle, Ghita Helen Rural Hall, N. C.
Ward, Julia Marion Rich Square, N. C.
White, Allison Alman Belvidere, N. C.
White, Inez Mae Belvidere, N. C.
Wilkins, Sallie Vann Rose Hill, N. C.
Winn, Fred C. Columbus, Ga.
Zachary, Anna Bertha Graham, N. C.

FRESHMAN CLASS

Allen, David W. Snow Camp, N. C.
Andrews, Herbert Lee Archdale, N. C.
Armfield, Mary Margaret Jamestown, N. C.
Barbee, James Read Lexington, N. C.
Brookshire, Elizabeth Lassiter Mt. Gilead, N. C.
Bulla, Bolivar Benson Asheboro, N. C.
Burke, James Otis Graham, N. C.
Butler, Janie Mae Salemburg, N. C.
Coltrane, Martha Hazel Trinity, N. C.
Conner, Walter C. Rich Square, N. C.
Cooper, Katie Siler City, N. C.
Cox, Alpheus Milton Asheboro, N. C.
Cox, Lalah Alva Climax, N. C.
Crisp, George Bennette Falkland, N. C.
Cude, John Finch Colfax, N. C.
Cude, Luther Lee Colfax, N. C.
Curtis, Pauline F. Siler City, N. C.
Davis, Kirkielee Burlington, N. C.
Dinkins, Harvey O'Connor East Bend, N. C.

Edwards, Lina Jewell Vass, N. C.
English, Nereus Clarkson Trinity, N. C.
English, Thomas R. Trinity, N. C.
Farlow, Golda Grace Randleman, N. C.
Farlow, Lola Mae Randleman, N. C.
Fitzgerald, Mary Linwood, N. C.
Fowler, Anna Mae King, N. C.
Fryar, Geneva Catherine McLeansville, N. C.
Futrell, Gladys Judith Rich Square, N. C.
Goldston, Ina Blanche Goldston, N. C.
Griffin, Wallace Storey Edenton, N. C.
Guthrie, Herbert Garvice Graham, N. C.
Hammond, W. C., Jr. Asheboro, N. C.
Harrell, Leon Jackson Goldsboro, N. C.
Hassell, Lalah Oneita Archdale, N. C.
Hedgecock, Edith Moore High Point, N. C.
Hester, Louise Tampa, Fla.
Highfill, Geneva Guilford College, N. C.
Hockett, Carrie G. Pleasant Garden, N. C.
Hollowell, Edith Elizabeth Guilford College, N. C.
Hutson, Alta Maie Liberty, N. C.
Inman, Jewell Elizabeth Cerro Gordo, N. C.
Jinnette, Olive Wilson Bentonville, N. C.
Jones, Myrtle M. Guilford College, N. C.
Kanoy, Nell J. Biscoe, N. C.
Lane, Jack Foust Mt. Vernon Springs, N. C.
Lenderman, Henry Daniel Wilkesboro, N. C.
Lohr, Frankie Adah High Point, N. C.
Macon, Ernest M. Climax, N. C.
Martin, George Virgil Graham, N. C.
Mixon, Ina Irene Goldsboro, N. C.
Moore, Gertrude Elizabeth Waxhaw, N. C.
Moore, Mary Loucile Waynesville, N. C.
McBane, Mabel Graham, N. C.
McMahan, Sarah Frances Mocksville, N. C.
Neal, Bertha M. Walnut Cove, N. C.
Nicholson, Newlin Bartimus Saxapahaw, N. C.
Nicholson, Mary Webb Greensboro, N. C.
Pearson, Sallie Gertrude Dudley, N. C.
Peele, Albert M. Guilford College, N. C.

Pinchback, Aubrey M. Blanche, N. C.
Ragsdale, Mary Jamestown, N. C.
Benfrow, Hannah Raleigh, N. C.
Richardson, Lee T. Benaja, N. C.
Robertson, Spargar B. White Plains, N. C.
Shields, Katherine Gheen Carthage, N. C.
Simpson, Bessie Maude White Plains, N. C.
Siske, Pherlie Maie Pleasant Garden, N. C.
Smith, Charles D. Greensboro, N. C.
Smith, Charles McDonald Dudley, N. C.
Smith, Kenneth Douglas Summerfield, N. C.
Smith, French Hugo Guilford College, N. C.
Spencer, Louella Edith Farmer, N. C.
Stevens, Lila Mae Goldsboro, N. C.
Stuart, Alma Emily Liberty, N. C.
Thompson, Alice Dorothy Rich Square, N. C.
Thompson, Cordia L. Greensboro, N. C.
Townsend, Margaret Loucile Charlotte, N. C.
Tuttle, Viola Eugenia Rural Hall, N. C.
Welborn, Joe David Thomasville, N. C.
White, Lemon Turner Battleground, N. C.
White, Sylvia Anna Belvidere, N. C.
White, Vivian Robert Belvidere, N. C.
Wiles, Walter William Burlington, N. C.
Wilhelm, Herbert Holmes East Bend, N. C.
Winslow, Atlessa Leanna Belvidere, N. C.

SPECIAL STUDENTS

Crutchfield, Frank L. Guilford College, N. C.
Chappell, Ronald Rich Square, N. C.
Frazier, Helen Louise Guilford College, N. C.
Frazier, John Wesley Liberty, N. C.
Johnson, Eleanor Maie Sophia, N. C.
Mackie, Florence Christine Guilford College, N. C.
Mackie, Thad H. Guilford College, N. C.
Mitchell, Mary Anna Reidsville, N. C.
Nicholson, Ola Maye Houstonville, N. C.
Payne, Andrew Gorrell Thomasville, N. C.
Phipps, Bessie Gilma Greensboro, N. C.
Pringle, Alonzo Josephine Guilford College, N. C.

Purvis, Rufus Curtis McConnell, N. C.
Shore, B. Clyde Yadkinville, N. C.
Smith, Jeremiah Addison Greensboro, N. C.
Smith, Mary Margaret Greensboro, N. C.
Smithdeal, Grace Advance, N. C.
White, Myrta Elizabeth Belvidere, N. C.

PREPARATORY CLASS

Allen, Beulah Oyama Atlanta, Ga.
Ange, Eva Gladys Jamesville, N. C.
Armfield, William J. Asheboro, N. C.
Been, David Austin Guilford College, N. C.
Been, Edna M. Guilford College, N. C.
Bost, Leith Carl Mathews, N. C.
Burge, Roy Oliver High Point, N. C.
Burgess, Hattie Mary Guilford College, N. C.
Cooper, Robert Bernie Pelham, N. C.
Cranford, McLauren Guy Riley's Store, N. C.
Ebert, Raymond Eugene Winston-Salem, N. C.
Edwards, Moir Williamson Guilford College, N. C.
Elliott, Rosa Farmer, N. C.
Ferrell, George Guilford College, N. C.
Fogleman, Mary Zulah Greensboro, N. C.
Galloway, Virginia Joyce Greensboro, N. C.
Groome, Edwin Y. Greensboro, N. C.
Hadley, Thomas McKinley Graham, N. C.
Hammond, Thomas Wilborn Farmer, N. C.
Harvey, Milton Minter Greensboro, N. C.
Hayworth, Orvie Wm. McKinley High Point, N. C.
Hodgin, David Eugene Guilford College, N. C.
Ireland, Dan Walter Elon College, N. C.
Jackson, Artena Cox Guilford, College, N. C.
Johnson, William K. Asheboro, N. C.
Joyce, James Brantley Danbury, N. C.
Kallam, Minnie Spencer Stoneville, N. C.
Kimrey, Hardin Guilford College, N. C.
Marshburn, Blanche Guilford College, N. C.
Meacham, Lena Lee Greensboro, N. C.
Michael, Glenn Eugene Kernersville, N. C.
Mitchell, John Franklin Denton, N. C.

Morse, Thomas Duke East Bend, N. C.
McBane, Waldo Tyre Graham, N. C.
McCracken, Clara Guilford College, N. C.
McCracken, Louise E. Guilford College, N. C.
McDaniel, James Allen Asheboro, N. C.
Neese, Kenneth Carl Graham, N. C.
Outland, Wilfred Woodland, N. C.
Peele, Elwood Cox Guilford College, N. C.
Penny, James C., Jr. Greensboro, N. C.
Rich, Hal Crawson Asheboro, N. C.
Robertson, Mary Allen Guilford College, N. C.
Shore, Irvin Gray Petersburg, Va.
Skeen, Ruth Fuller Farmer, N. C.
Smith, Olga Moore Guilford College, N. C.
Stevens, Ruth Elizabeth Greensboro, N. C.
Sykes, Early Alex Asheboro, N. C.
Tew, Henry Faison Goldsboro, N. C.
Thomas, L. Fred Guilford College, N. C.
Thornburg, Aaron Carson Guilford College, N. C.
Townsend, Mildred E. Charlotte, N. C.
Tucker, David Edwin Guilford College, N. C.
Warrick, Elton Goldsboro, N. C.
Westmoreland, Ruth Rural Hall, N. C.

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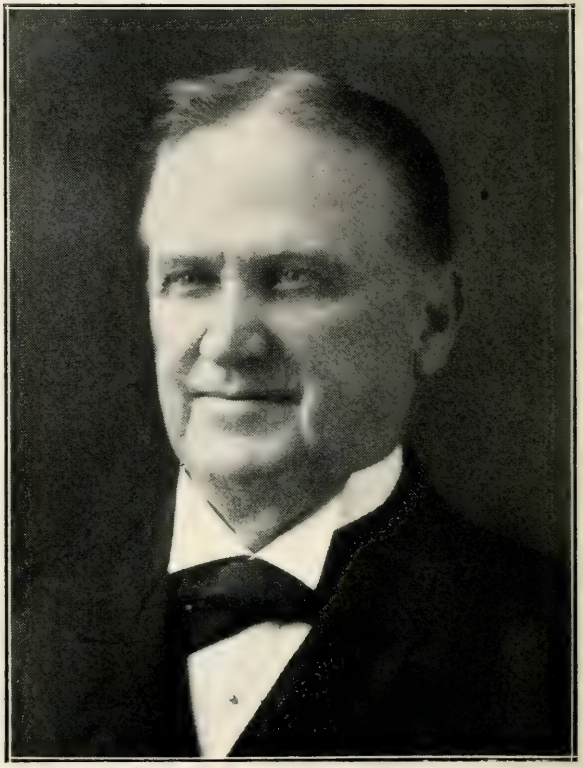
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Guilford College, N. C.

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JEREMIAH S. COX

Jeremiah S. Cox

Every one will be pleased to see the name of Jeremiah S. Cox enrolled among the honorary members of the Alumni Association. His life has been very largely given to supporting in one way or another the work of North Carolina Friends, done either by New Garden Boarding School or by Guilford College. His service as trustee extends from 1877 to the present, a period covering a considerable portion of the existence of New Garden Boarding School—1837 to 1888—and all the years of the life of the college up to the present time.

For two years, 1878 to 1880, he and his wife, Margaret Cox, served with much satisfaction as superintendent and matron; and on from that time to the present, no event that has marked a step of progress in Guilford College has failed to bring these friends of Guilford a sense of deep appreciation and joy.

In the matter of providing a dormitory for young men they have contributed the total sum necessary, themselves receiving an annuity upon the investment for their support. In the present campaign for endowment, on the same basis of annuity, Jeremiah Cox donated to the college ten thousand dollars.

His long life has been marked by industry, thrift, good judgment, and an unabating interest in education and in forwarding the fundamental doctrines and activities of North Carolina Yearly Meeting of Friends. His steadfastness of purpose, his clear foresight of results which caused him to follow certain policies and aims, and his long continued devotion to Guilford College, have been noteworthy, and merit our warm admiration.

Officers and Committees of the Alumni Association for 1923-1924

OFFICERS

President C. C. Smithdeal
Vice-President George Bradshaw
Secretary Rhesa L. Newlin

COMMITTEES

Executive Committee—L. Lea White, Chairman, term expires in 1924; Hardy A. Carroll, term expires in 1924; R. J. M. Hobbs, term expires in 1925; Clara I. Cox, term expires 1926; Mary Petty, term expires in 1926.

Trustees of the Loan Fund—Laura D. Worth, Chairman, term expires in 1927; J. Waldo Woody, term expires in 1925; Mary E. M. Davis, term expires in 1929.

Literary Committee—Samuel H. Hodgin, Chairman; A. W. Hobbs, Agnes Marie Clegg.

Athletic Committee—L. Lea White, Chairman; E. G. Shore, E. H. McBane, R. S. Doak, R. L. Tremain.

Campus Committee—Gertrude Mendenhall, Chairman; J. Hal Lassiter, Henry Davis.

Reception Committee—Laura Worth, Chairman; David J. White, Mattie Doughton, Ruth Coble, Ruth Finch.

Christian Work Committee—F. Walter Grabbs, Chairman; Hugh Moore, Clara I. Cox, Ida Millis.

Publicity Committee—Paul S. Nunn, Chairman; A. K. Moore, Ralph Parker, Kate Smith.

College Policy and Endowment Committee—R. J. M. Hobbs, Chairman; S. Addison Hodgin, D. D. Carroll, Virginia Ragsdale, Alma T. Edwards.

Minutes of the June Meeting

The Alumni Association of Guilford College met in regular session in Memorial Hall, at nine o'clock, June 4th, 1923. The meeting was called to order by Acting President C. C. Smithdeal. Mr. Smithdeal announced immediately that the minutes of the previous meetings would not be read unless some one objected. The attention of the meeting was turned to the reports of the officers and committees. The reports were not all read, but the Executive Committee approved all of them.

The reports of the officers and committees are as follows:

REPORT OF THE PRESIDENT

For eighteen years I have made a study either in Guilford College or of Guilford College. During this time I have found little to criticise, while on the other hand I have seen Guilford College struggling under great difficulties. A college under the handicap of poverty and with a small faculty of as heroic and self-sacrificing men and women as ever toiled in the noble field of education, this institution wrought mightily in an effort to contribute her part to church and state, in character building and mind training. How well she succeeded, let the record of an innumerable host, you farmers, homemakers, merchants, manufacturers, lawyers, doctors, teachers, preachers, statesmen—scattered from the Atlantic to the Pacific, who drank chiefly at Guilford's fountain of learning—tell the story.

At this time I am not going to make a long report about the athletic activities and work of the various committees, for they have held the same high standard as attained in past years.

It was in December when President Binford asked me to call a meeting of the Guilford College alumni in the court house at Greensboro. There we learned that Guilford Col-

lege faced one of three possibilities: First, she must raise her endowment to one-half million dollars; or second, she must close her doors; or third, she must become a junior college.

This may be startling to some of you, but, nevertheless, the college was face to face with exactly that situation. This was not a new question with President Binford, Dr. L. L. Hobbs and Dr. D. D. Carroll, who had been toiling long and hard and had secured a gift from the General Education Board of one hundred thousand dollars upon conditions that the college increase its endowment to five hundred thousand dollars and be free of debt.

The alumni at this meeting, after discussing this college problem, decided that there was only one door to enter and this door must be opened into a grand and noble future for Guilford. Here the Guilford College Alumni Association agreed to assume the responsibility of raising the five hundred thousand dollar endowment.

The greatest endowment any college can have is the genuine loyalty and support of its student body and alumni. The best success of Guilford has been due to this loyalty and upon it rests the further success of our college.

Guilford has many alumni who have shown genuine devotion and deep interest in their college and its activities. They have passed on to us the old traditions and achievements of the past.

Before this news had hardly had time to go out pledges began to come in unsolicited. Dr. Perisho and President Binford put their shoulders to the wheel and the Guilford College Clubs have been waging campaigns until now only about one hundred thousand dollars remains to be raised, giving Guilford a five hundred thousand dollar endowment fund. Guilford County has already shown its appreciation of Guilford College by pledging more than one hundred thousand dollars of this amount.

The campaign is not complete and will not be until every alumni and every old student has made a pledge, even though it be a small donation. I appeal to you to do your part towards raising this endowment, which is the one and only way in which Guilford may carry on the best ideals of education.

On the average students pay about one-half of the cost of their instruction in colleges. The other half of that cost is

provided by the income from endowments. Why should not students pay the entire cost of what they get? It may be replied that such a requirement would put education beyond the reach of very many promising students. It appears advisable accordingly to keep the costs as low as possible.

In this time of most urgent need you can render a valuable service to Guilford by raising this endowment to five hundred thousand dollars. She is just now facing the finest possibilities for taking her place among the first North Carolina colleges in every respect, if all the alumni and friends will rally in a great way. All who have their faces to the sunrise can but be interested in Guilford's call to catch step for this advance in the glorious field of opportunity.

While professing to give thanks unto God for His never-failing mercies, we should be mindful of the solemn fact that blessings impose obligations. God blesses us that we may bless others.

Every sort of blessing carries with it a corresponding responsibility.

If one is endowed with intellectual gifts and enriched with learning, he owes education and enlightenment to the less favored.

High honors and elevated position call for compassionate ministries as these things confer power for such services.

Great wealth requires great benevolence. Otherwise, its accumulation increases selfishness, and curses the life by hardening the heart. Rightly used it yields delight in giving, which far exceeds the pleasure of getting. So said Jesus when he taught us that "It is more blessed to give than to receive." Poor is the low and base satisfaction of the miser who enjoys nothing but getting and keeping, but almost divine are the joys of the philanthropist "who scatters blessings over a smiling land and reads his destiny in a nation's grateful eyes." Between the extremes of misers and benefactors are various degrees of selfishness with diminished joys, and generosity with increased happiness.

None of the alumni or old students of Guilford College are misers, a few are wealthy, all have benevolent hearts and I am confident that all will welcome this opportunity and all be blessed by giving Guilford the five hundred thousand dollar endowment.

In closing my report, I am going to recommend that we start here and now to have a great "home coming" at Guilford's next commencement. Start now to advertise, that everyone who has ever attended school or college here is to be back next commencement to celebrate the completion of Guilford's Five Hundred Thousand Dollar Endowment. A general *jubilee.*

REPORT OF THE SECRETARY

The secretary submits the following report, covering in a general way the work of the secretary for the college year 1922-1923.

It has been the purpose of the secretary to keep the members of the association in touch with each other and with the needs and progress of the college. The Guilfordian was used as a medium for getting this information out.

During the year the secretary has sent out more than 3000 letters, and this required no small amount of work. When you look at the income of the association in the treasurer's report you may think that the work has been in vain.

A list of more than 400 names of old students who are eligible for membership in the association was prepared. Letters were sent to all of them and less than a dozen replies were received. Again this seems like the secretary is not accomplishing very much, yet when we stop to think and realize that this is the first time that any of these people have ever received a letter from the association, I do not think that the association has any right to register a complaint. The list of names of old students who are eligible for membership is not complete, but it is the purpose of your secretary to complete the list, and during the coming year he will do his best to interest a larger number of people in the work of the association and of the college.

Respectfully submitted,

R. L. NEWLIN, Secretary.

REPORT OF TREASURER

Receipts

June 6, 1922.	Cash in bank	$365.97
Sept. 9, 1922.	Interest and fee	5.65
June 4, 1923.	Fees received for 1923	246.00
June 4, 1923.	Life membership to date:	
	Katherine Ricks	25.00
	Virginia Helms	25.00
	George Dees	25.00
	Total	$692.62

Disbursements

Aug. 16, 1922.	W. H. Fisher, stationery	$ 6.75
Sept. 4, 1922.	Reception, Yearly Meeting	19.37
Sept. 4, 1922.	Loan fund	100.00
Oct. 30, 1922.	One-half expense of Alumni Bulletin	73.00
Oct. 30, 1922.	Stationery and stamps	47.08
Nov. 8, 1922.	Treasurer's book	1.00
Jan. 23, 1923.	Jos. J. Stone & Co., 2500 letter heads	10.50
Jan. 31, 1923.	2500 stamped envelopes	54.95
April 12, 1923.	Multigraphing 1000 letters	6.00
April 12, 1923.	Clerical work	3.15
April 12, 1923.	Clerical work	1.00
May 2, 1923.	W. H. Fisher Co., printing ballots	12.50
June 4, 1923.	Social Committee for ice cream	15.25
June 4, 1923.	Multigraphing 400 letters	4.00
June 4, 1923.	Guilfordian	100.00
June 4, 1923.	Clerical work	4.75
		$459.30
June 4, 1923.	Cash in bank	233.32
	Total	$692.62

Respectfully submitted,
R. L. NEWLIN, Treasurer.

Audited and found correct by

HENRY DAVIS,
R. S. DOAK,
Committee.

REPORT OF COMMITTEE ON COLLEGE POLICY AND ENDOWMENT

Members of your committee feel that the most important issue now before the Alumni Association is to raise the endowment fund of the college to $500,000.00. It was never so necessary as now for high-minded citizens to speak and act boldly and courageously in defense of our institution of learning. It is the common task of right thinking men and women to put their shoulders to the wheel in a co-operative endeavor that this institution may be placed on a sound financial basis.

In reviewing the work of the past year we note that Virginia Ragsdale, Dr. D. D. Carroll and S. A. Hodgin attended the annual meeting of the Board of Trustees held at Guilford College, October 18th, 1922. The principal business discussed was the report by Dr. Carroll of the visit by him and J. Elwood Cox to New York in the interest of the endowment. Dr. Binford showed by chart and otherwise that the policy enunciated in the Guilford College Bulletin, December, 1918, is being realized. R. J. M. Hobbs, another member of our committee, has acted as chairman of the campaign in Greensboro, and by his thoroughness of organization and persistence in co-operation with C. L. Shuping and a notable executive committee, the total amount is almost in sight. It is with a feeling of pride that we note what has been accomplished by the committees of Greensboro, High Point, and Guilford College in contributing material aid to the college and in supporting and maintaining the educational standards upheld by our institutions. These communities have contributed in no small way to the growth and permanency and usefulness of the college.

As stated before the policy to form and maintain a strong faculty and raise funds necessary to secure the stability of the institution is about to be realized. Without a vision the people perish. We have in mind today a vision of Guilford College, an institution not of numbers but of quality, equipped to train boys and girls, young men and young women, in habits of industry, honesty and integrity and so contribute to the material prosperity, happiness and general welfare of this great country and state.

For the committee,

S. A. Hodgin, Chairman.

REPORT OF EXECUTIVE COMMITTEE

The Executive Committee met and prepared the following ballot for the election of officers for the association:

President: C. C. Smithdeal, N. Rush Hodgin.

Vice-President: J. Carson Hill, George W. Bradshaw.

Executive Committee: Mary M. Petty, Brown Finch, Clara I. Cox, Leroy Miller.

Trustee of Loan Fund: Mary E. M. Davis, Ida E. Millis.

Trustee of College: D. Ralph Parker.

We have canvassed the ballots and report that the following persons have been duly elected: President, C. C. Smithdeal; Vice-President, George W. Bradshaw; Members of Executive Committee, Mary M. Petty, Clara I. Cox; Trustee of Loan Fund, Mary E. M. Davis; Alumni Trustee of College, D. Ralph Parker.

The committee makes the following recommendations:

1. That all fees coming in from Life Memberships be not spent, but only the interest therefrom be used in the general funds of the association.
2. That $75.00 be appropriated for the Loan Fund.
3. That the $25.00 appropriated last year for the Campus Committee and not used be appropriated again this year to the same Committee together with $25.00 additional, both sums to be used in erecting an appropriate line of lights along the central avenue of the college.
4. That the Life Membership Committee be discontinued inasmuch as the secretary now performs the duties of this committee.
5. That Jeremiah S. Cox be elected as an honorary member of the association.
6. That the treasurer be authorized to pay one-half of the cost of publishing the Alumni Bulletin.

Respectfully submitted,

R. J. M. Hobbs, Chairman.

REPORT OF ATHLETIC COMMITTEE

The Athletic Committee beg to submit the following report covering the athletic activities of the college for the school year 1923-1924:

For the past two or three years the Graduate Manager has sent out a letter at the beginning of the school year to mem-

bers of the Alumni Association known to be interested in the athletic life of the college, inviting them to become members of the Athletic Association. For the first year the response was very encouraging; last year it dropped down considerably, and this year, if the faculty members are excluded, the receipts from this source were just thirty dollars—scarcely enough to warrant the effort involved in preparing and mailing out two hundred letters. However, we still feel that this is a good plan to help the financing of athletics here and one that is not at all burdensome to members of the Alumni Association. In fact, the two-dollar fee with its home game ticket is nothing more than attendance upon four home games during the year.

Since inaugurating a general policy of athletics at Guilford, making some form of supervised exercise compulsory, it has become more and more difficult to successfully finance our various teams for the very evident reason that more equipment and supplies are required to meet the enlarged needs. In our efforts to make it possible for every student to be engaged each day in some athletic sport, funds that have previously gone into equipment of "Varsity" teams have been diverted to this very legitimate purpose. If we are to maintain our place athletically among the A colleges of the state, and at the same time provide for the needs of that group of students who do not make up the teams of the major sports, some plan must be evolved whereby more money may become available for athletic purposes. If a hundred members of the Alumni Association would each buy a season ticket—and attend the home games—and at the same time support the games played in the neighboring towns, we could feel a little freer of the certainty of a deficit at the close of each season.

We recommend that members of the Alumni Association who live in Greensboro make it a point to boost attendance on games scheduled there. We have not had the support of our own former students in Greensboro. Last season we lost money on baseball in Greensboro when we should have made enough to refund losses elsewhere. The games played there were as good, if not better, than that of those played by other colleges who drew big crowds. Why? Because the alumni of these institutions got out and worked for the support they drew. That is what we need and there is no reason why we cannot have just as loyal support in Greensboro as any other

college, with the possible exception of Carolina. We have scheduled two football games in Greensboro for this fall and are counting on the alumni to help make them go.

If we could get the support other institutions get from alumni and former students we would never have to again make the plea of "no funds". There has been a tendency amongst those who have supported the teams by their attendance to find fault and to criticise when encouragement has been the thing most needed. "What's the matter with Guilford?" has been said entirely too many times by alumni this past season. There is nothing the matter with Guilford. She is doing remarkably well to be classed with the larger institutions of the state athletically. With about one hundred boys and less for the past several years from whom to select football, basketball, baseball and track teams it is no mean accomplishment to tie Wake Forest in football and University of North Carolina in baseball and win ten out of fifteen basketball games played in one season. The wonder is we do as well as we do. The following brief resume of the year's work in the major athletic sports will show the sort of schedule we have played:

Football—Trinity, Wake Forest, Haverford, Elon, Roanoke, Lynchburg, Catawba and Lenoir. Two games were won and Wake Forest tied.

Basketball—Lenoir, Greensboro "Y", N. C. State, Wake Forest, Elon, Davidson, Charlotte "Y", Statesville American Legion, Trinity. Ten games won and five games lost, including two wins from the strong Davidson team.

Baseball—Catawba, N. Y. University, Wake Forest, N. C. State, Trinity, N. C. University, Elon, Lynchburg, Greensboro League, Lenoir, Washington and Lee, V. M. I., Roanoke and Davidson. Six games won and one tied—Carolina. Not so bad when the strength of the opposing teams is taken into consideration.

In tennis we have met the strong teams from Trinity, Wake Forest, Elon and N. C. State and have always managed to emerge with close scores against us; some wins to our credit.

With the proper support from our friends the next year should be closed with much better record of accomplishment than that of the year just closing. We expect to maintain the high standard of previous years in the athletic life of the

college, and therefore urge the co-operation of the Alumni Association to that end.

Respectfully submitted,
L. Lea White, Graduate Manager.

FINANCIAL REPORT OF THE ATHLETIC COMMITTEE

1922-1923

Received from fees (alumni and faculty) and contributions		$100.50
June 3.	R. L. Newlin, check contribution	5.00
		$105.50

Disbursements

Oct. 3.	Stamps and envelopes	$ 2.50
Oct. 25.	Stamps, $1.00; telegram, Wake Forest basketball, .35	1.35
Nov. 6.	Letterheads, circular letter, envelopes	19.00
Nov. 20.	J. W. Frazier, stamps, basketball	1.00
Nov. 25.	Benbow Merriman, account, tennis, lime	2.00
Nov. 25.	Benbow Merriman, tennis account—jitney	2.25
Nov. 25.	Telegram, account tennis tournament	.43
Dec. 5.	J. W. Frazier, stamps, basketball	1.00
Dec. 5.	E. E. Bain, benches for athletic field	31.50
Dec. 20.	Stamps, graduate manager	1.00
Feb. 10.	Tennis balls	5.00
Feb. 20.	Stamps, graduate manager	1.00
March 15.	Sand and hauling for tennis courts	14.50
March 28.	Tennis balls	5.75
April 1.	Daily News, advertisement	3.50
April 1.	Daily Record, advertisement	1.68
April 1.	Balance & Co., balance on account—store	1.70
April 16.	Golden Rule Press, tickets, envelopes	9.75
April 18.	Tennis team trip, Winston-Salem	2.00
	Total disbursements	$106.91
	Deficit handled by treasurer	1.41
		$106.91

L. Lea White, Chairman Athletic Committee.

Audited and found correct:

Henry Davis,
R. S. Doak,
Committee.

REPORT OF CAMPUS COMMITTEE

It has been impossible for the Campus Committee to have a meeting during the past year. Consequently very little work has been done by this committee. However, there are a few things we think worthy of mention.

The annual clean up day was observed by the students and faculty with the result that the campus was given a good spring cleaning. Also work has been done on some of the walks. The old telephone line leading from Founders Hall to the postoffice has been removed and most of the old unsightly poles are gone.

The committee would suggest that the association make an appropriation of $25.00 for putting up a permanent and substantial line of lights from Founders Hall to the entrance gate.

HENRY DAVIS,
For the Committee.

REPORT OF PUBLICITY COMMITTEE

The purpose of the publicity committee of the Alumni Association is two-fold: first, to make known things of note and interest concerning the college; second, to report officially to the association the work done. As a committee we have nothing to report, but some very significant work has been done by the publicity committee of the endowment campaign.

First, should be mentioned the work of Mr. W. S. Dickson, of the Greensboro Daily News, who has acted as publicity agent of the campaign. Those who read the Daily News during the launching of the endowment campaign will understand without being told that very fine work was done, in fact, during the entire campaign Mr. Dickson has kept the public well informed concerning conditions at the college. This work has been of such a high order that favorable commendations have been received from many sources. A number of letters giving the public an idea of how the college is regarded by leading citizens of Greensboro were secured and published. The campaign has also been endorsed in the strongest possible terms in several notable editorials.

Next should be noted the work done by Miss Polk's class in journalism through The Guilfordian, which was sent to all alumni, whether or not they were subscribers to the college paper, to keep them informed as to the progress of the

campaign. Miss Polk, together with this class, has also sent frequent reports of the happenings at the college and of the campaign to both state and county papers.

Attention should be called to the continued work of Dr. Perisho who, since January 1st, has spoken before more than one hundred audiences of the state; also the road celebration of last Friday evening which brought many friends and supporters of the college to the campus.

KATE SMITH,
For the Committee.

June 4, 1923.

REPORT OF RELIGIOUS WORK COMMITTEE

The committee is glad to report that religious work at the college the past year presents many encouraging features.

The Y. M. C. A. has had a very good influence upon the boys. The Thursday evening meetings have been well planned and excellent programs carried out. The average attendance has been only about 35. Seven boys expect to attend the Blue Ridge Conference.

The interest in the Y. W. C. A. evening meetings has been very good, better than for some time. The average attendance at these meetings has been around 60.

The college Sunday school has done very good work the past year. Members of the college faculty are the teachers. The enrollment has been over 100.

A large number of students take an active part in the work of the Christian Endeavor Society, which meets on Sunday evenings. The average attendance has been considerably over 100.

It may be of interest to know what visitors have to say about conditions. Dr. Sage, of the New York Educational Board, spent two days at the college some months ago investigating religious and social conditions. He was very favorably impressed with the wholesome religious tone of the college and so declared himself emphatically.

Dr. Lane, of the International Relations Club, after having spoken at a large number of colleges in the east, said that the Guilford students were more interested in the big problems of the day than any students he had spoken to.

CLARA I. COX,
For the Committee.

REPORT OF TRUSTEES OF LOAN FUND

Receipts

6- 1-22.	Cash balance in bank	$500.20
7- 1-22.	Deposited in American Exchange Bank, interest on notes	18.60
	Deposited in American Exchange Bank, 1920 appropriation	75.00
10- 5-22.	Deposited in American Exchange Bank, 1922 appropriation	100.00
6- 1-22.	Deposited in American Exchange Bank, interest on notes	14.70
	Deposited in American Exchange Bank, two notes paid	130.00
	Deposited in American Exchange Bank, interest on bank deposit	23.74
		$862.24

Disbursements

9- 1-22.	Paid loan	$ 32.50
1-27-23.	Paid loan	32.50
	Paid postage	.80
		$ 65.80
6-15-23.	Cash balance in savings department, American Exchange National Bank	$796.44
		$862.24

For the Trustees,
LAURA D. WORTH, Treasurer.

REPORT OF THE RECEPTION COMMITTEE

A supper was served on the campus on Monday evening for alumni, students, and faculty. This supper was given for the senior class instead of the regular reception after the business meeting. The social hour following the supper was a very enjoyable one for all present. The College Orchestra played during this hour and the music was enjoyed very much.

The extra expense of the supper was paid by the association and the amount was $15.25.

R. L. NEWLIN,
For the committee.

All the committees reported except the Literary Committee and the Life Membership Committee.

Just previous to the business meeting, a public meeting was held. At this meeting W. A. Blair, of Winston-Salem, and Dr. Elwood C. Perisho, of the college faculty, presented the needs of Guilford in a very clear way. They also urged the alumni to support the financial campaign, and to support it by giving.

C. C. Smithdeal, President,
R. L. Newlin, Secretary.

Minutes of the December Meeting

Special Meeting of the Alumni Association

A special meeting of the Guilford College Alumni Association was held on December 29th, 1922, in Greensboro, N. C. The purpose of the meeting was to determine what steps the association should take in connection with a proposed campaign to increase the endowment fund of the college.

President Binford announced that a gift of $100,000 had been made by the General Educational Board, of New York City, on the condition that the college raise an additional sum of $275,000, making a total of $375,000. Of this amount, $300,000 will be added to the endowment fund, and the remaining $75,000 will be applied to various needs of the college. The announcement was received with serious enthusiasm which indicates a determination on the part of the alumni and alumnae to go through with a program that will establish Guilford more firmly financially than it has ever been, and realize a dream that has long filled the minds of all interested in the college and the good work that it is doing.

This gift from the General Educational Board was made after a thoroughgoing investigation by the board of the college, its standards, and needs. This investigation was made personally by Dr. Wallace Butterick, chairman of the board, and Trevor Arnette, one of the secretaries. These men were at Guilford several weeks ago.

Since this is the first time that Guilford has ever been offered so large a sum of money, it was the opinion of every one present at the meeting that now is the appropriate time for the Alumni Association to do a really worth while piece of work for Guilford, a work that will call for devotion and service of not only alumni and alumnae, but of every friend of the institution. With these facts in mind, it was the unanimous decision that the association should assume the leadership and responsibility of a financial campaign to meet the condition of the New York gift, and without a dissenting vote the following resolution was passed:

"We, the members of Guilford College Alumni Association assume the leadership and responsibility of the campaign to raise $275,000 for Guilford, and we pledge our loyal support and service to this task until it is completed."

The president of the association was instructed to appoint a campaign committee to organize the work in connection with the trustees and the faculty of the college.

It was keenly felt by those present that it was the most critical moment in the history of the institution, and yet optimism prevailed, for it is the first time that the association has ever been offered a $100,000 with which to start a campaign.

C. C. Smithdeal, President,
R. L. Newlin, Secretary.

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Guilford College Bulletin

PRESIDENT'S REPORT

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

Entered at Guilford College, N. C., as second-class matter under act of Congress July 14, 1894.

FOREWORD

The annual report of the President is prepared for the Board of Trustees to be used in their report of the college to North Carolina Yearly Meeting of Friends. It is believed that many of the friends of the college who do not receive the minutes of the Yearly Meeting will be interested in reading a review of the year's work.

Since the report was prepared in August the college has opened with an enrollment of 246 students, which is an increase of ten over number at the same time last year. There has been an increase of 17 per cent in the number of students with full college standing.

The subscriptions to the Endowment Fund on November 24th amounted to $293,000.00. This brings us within $82,000 of the goal sought in the campaign.

Thirty-Fifth Annual Report of the President to the Board of Trustees of Guilford College

It is with gratitude to our Heavenly Father for his rich blessings upon our work and a keen appreciation of the splendid co-operation and support which the friends of the college have given us that I submit this my fifth annual report as president of the college. These five years have been years of severe struggle for the maintenance of the college. The soundness and permanency of the institution have been tested as never before. It has stood the test. We are beginning to see our way through. The past has been vindicated and the future is being assured. A thoroughly Christian college is being saved to add its spiritual influence to the production of a Christian commonwealth. The greatest need of American education today is a thorough infusion of sound, wholesome, sane, Christian evangelism. I can hardly conceive of a higher or more strategic service that any group of Christian people can render to American life today than to save and strengthen a Christian institution like Guilford College.

Attendance

The total enrollment for the year is	245
College students	186
Preparatory students	59
The enrollment of men	111
The enrollment of women	134
Number of Friends enrolled	100

The enrollment is six more than last year. The number of college students is increased by fifteen. There is an increase of six in the number of men. Only a little over forty per cent of the students enrolled are members of the Friends Church, but when we consider the graduates, those who complete the work of the college, we find the Friends much better represented. Seventy per cent of the graduates in the past five years are members of our own church.

In comparison with some of the other denominational colleges the percentage of students from our own church is rather low. In one of the Methodist colleges that I visited this summer, the president told me that 98% of his students were members of the Methodist church. It appears to me that it is very important that the local meetings

should make a special effort to get a larger number of their young people into Guilford College. Should it not be the duty of the Education Committee in each meeting to send the names of their members who are in high school to the president of the college so that he may get in touch with them and present the claims of our college to them and urge the importance of a college training? The scholastic training at Guilford is inferior to none in the state. The religious influences are very strong. Is it not highly desirable, therefore, that our young people should take their college training here where they would at the same time be infused with the Friendly atmosphere and have an opportunity to study Quaker history and be kept in touch with the customs and activities of our denomination?

Twenty-four students received the bachelor's degree this year. Only one class in the history of the college has been larger.

A New Period in the Life of the College

We have from time to time called your attention to the increase in the number of college students and the decrease in the preparatory department. This has been the natural result of the growth in the number and efficiency of our public high schools throughout the state. This change has reached a point where it seemed advisable to drop from our catalogue any reference to preparatory work. As a result of this step there has been a remarkable increase in the number who are seeking admission to the college. Over one hundred high school graduates have already made application for admission and if we add to this the number of students who will enter the freshman class from our preparatory department of last year, we have a freshman class of about one hundred and twenty already in sight. If the college can successfully absorb and direct so large a freshman class, there is little doubt that in another year the enrollment of the college will reach the three hundred mark, the number we have designated as the ideal number for a small college. With the preparatory department eliminated many of the problems of administration will be simplified and we shall enter upon a new sphere of service for the church and society.

In regard to the preparatory department, we may say further that some twelve students who were in that department last year will return to complete their high school work and two new students have been admitted to such work. After this year no preparatory student will be admitted. It will be our policy to continue to admit members of the Friends church to special work in Bible study and religious education even though they may not be graduates of a high school.

Student Life

An examination of the personnel of the student body leads us to believe that there is a gradual improvement of the moral life and character of the group. In past years it has been the general belief that a number of boys were sent here because they could not be managed at other institutions to which they had gone. They were sent to us with the hope that they would be reformed. With the elimination of the preparatory department this type of student is disappearing from our midst.

The various religious, literary, social and athletic activities of students have been carried forward in a very satisfactory manner during the year. A student volunteer band of nine members met regularly during the year, and most of the students attended the school of missions conducted jointly by the Christian Associations, Christian Endeavor and New Garden Monthly Meeting. A group of young men met weekly on Sunday afternoon for worship and the study of Quaker history and customs. The Bible school conducted by the students on Sunday morning is giving a number of young men and women experience in this kind of work. Four men attended the Y. M. C. A. conference at Blue Ridge this summer and have thereby prepared themselves for more efficient Christian work during the coming school year. As the young men had been neglecting this conference for a few years we are glad to note this new interest in religious work.

Faculty

The college presents an unusually strong faculty for the coming year. The heads of the departments are well prepared for their work and all have had successful experience back of them. We are very sorry to lose from the faculty Miss Bessie V. Noles, who withdraws to continue her studies at Columbia University. Miss Noles has been at the head of home economics for six years and has built up one of the strongest departments of this kind in the state. We are glad to announce as her successor Miss Minnie Kopf, who has done graduate work at Columbia University and at the University of Chicago, and has had six years' experience as a teacher in high schools and colleges. Miss Mary Aline Polk has for three years done most excellent work in the department of English, having attracted many strong students to this department. We regret that ill health has made it necessary for her to give up her work. Professor L. C. Farris, who, in addition to his training in George Peabody College and Columbia University, has had nine years experience in rural schools and high school and five years

as professor of English in Georgia School of Technology, has been elected to the head of the English Department. Professor Farris is the author of two texts in English and American literature, and is continuing his studies in literary criticism. Milton C. Davis, who has nearly completed his work for a doctor's degree at Harvard University, will assist in Latin, German and English. Jessie B. Mowry, an experienced college teacher from Rhode Island, will have charge of the work in economics. Elizabeth Parker, of Earlham College, will succeed Virginia I. Robinson as physical director for the girls. Miss Parker is studying at Columbia University this summer. Gladstone Hodgin, of the class of 1922, has been elected business manager of the college and will also succeed Mr. Baker as assistant in biology. The work in the president's office and the keeping of the records of the college has been greatly facilitated by the efficient service of Era Lasley, of the class of 1913, who has been made registrar of the college. Since our last report Katherine C. Ricks, of the class of 1904, has succeeded Julia S. White as librarian of the college. Miss Ricks is taking an important place in the life of the college, and is doing much to perpetuate the Friendly atmosphere on the campus.

During the past year Professor Anscombe has prepared for publication a history of the work of the Baltimore Association. The splendid piece of reconstruction which this organization did in the south following the Civil War has not had the recognition that is due it in the annals of Quaker history, so we feel that this work by Professor Anscombe is a timely contribution to Quaker literature. Miss Hedwig Hoffman has been carrying on some research during the year in connection with her doctor's dissertation. These literary activities on the part of the faculty, together with Dr. Perisho's eloquent lectures on current problems, and other scientific and literary activities of the faculty, stimulate and inspire the students in their own scholarly efforts.

Professor Pancoast's successful work in poultry raising and the starting of a course of training in that subject bring a practical and material touch to the college life which may well be of interest to the boys and girls from town as well as from the country.

Members of the faculty have in personal talks and in prayer labored for the spiritual birth and development of the students. Robert Dann and his wife have continued their service to the Yearly Meeting in the publishing of the Friends Messenger and the visiting of Bible schools, the holding of conferences and the organization of vacation Bible schools.

Dr. Perisho has continued his energetic work for the college. In addition to speaking many times to the students and taking an active

part in the college life, he has visited five different states, 22 counties in North Carolina, given 230 addresses, visited 40 Friends meetings and 37 high schools. He has given 20 commencement addresses, has spoken for the endowment fund in 33 Friends churches and at 20 clubs or banquets. In his work for the college he has become widely known as an advocate of Christian education and is exerting a strong influence in the educational life of the state.

Before leaving my report concerning the work of the faculty I wish in a few sincere words to express our appreciation of the long, efficient and self-sacrificing work of Julia S. White, both in the class room and in the library of the college. Her beautiful spirit, her cultured life and her deep interest in the welfare of each individual student have had a strong influence in moulding the life of the college and furthering the good it has done. We feel keenly our loss in her failing health which has separated her from our daily activities. We extend to her our love and pray that the joy and peace of a work well done may be upon her soul during the quiet days in her home.

Gifts

Amongst the various gifts to the college, we may call attention to the following gifts to the library:

T. Gilbert Pearson, of the class of 1895, has given a set of books on birds and game protection. Mrs. Ada Elliott Lee Stanley gives a copy of the Thomas Baskett edition of the King James version of the Bible. The Carnegie Foundation for International Peace gives a number of books on international relations and related subjects. The State Library Commission has sent us a valuable collection of books.

One of the most significant gifts of the year is the electric time signal system installed by the senior class of this year. Some of the continued activities of the Advisory Committee are again being manifested by the great improvement of the appearance of things at Founders Hall. The new floor in the dining room and the new lighting fixtures add much to the attractiveness as well as to the fine atmosphere of the life of that building. We cannot too strongly commend this important work nor refrain from calling attention to the much needed work of the refinishing the walls and the floors in all of the students rooms.

Finances

A reference to the treasurer's report shows that from various sources we have again received gifts of more than $16,000 for the running expenses of the college. This has made it possible for us to close

the year's operation without a deficit. A large part of our sustaining fund closed with the end of the year, so that the meeting of the expenses for the coming year, before the new endowment is paid in or begins to earn an income, is a serious problem. The General Education Board of New York City will continue their $5,000.00 appropriation for another year. This, with a continuation of the help from the Yearly Meeting, and with an increase in tuition from a larger enrollment, may very nearly meet the demands.

In our report a year ago we called attention to the importance of providing an endowment of at least $500,000.00 for the college. In order to do this it was necessary for us to raise nearly $375,000.00. We, therefore, petitioned the General Education Board of New York City and the Carnegie Corporation each to give us $100,000.00. The Carnegie Corporation replied to us in a very cordial manner, but informed us that a present their funds were so involved that they could not make grants to any colleges. The General Education Board agreed to give us $100,000.00 on condition that we raise an additional $275,000 from other sources. The board of trustees decided to undertake this task and the alumni in a special meeting in December offered to take the leadership in the movement. A campaign was put on in Greensboro and High Point, and the adjoining communities, with the result that over $100,000 have been subscribed by the citizens of Guilford County. The City of Greensboro especially showed a remarkable good will for the college and an enthusiastic desire to help in the task of stabilizing its finances, so that when the hard surface road between the college and Greensboro was completed it was proposed to call it the Friendly Road. The total subscriptions in hand amount to $122,339.00. Two other definite verbal subscriptions increase this amount to $137,000.00. A committee of Friends in Philadelphia is undertaking to raise some money for us in that city, and other wealthy friends of the college are considering substantial gifts. We believe the fund will be secured in the allotted time, but it will take the whole-hearted support and co-operation of all the friends of the college.

The achievements of the year, as we look back over them, seem little less than remarkable. The Lord has greatly blessed us. We nevertheless deplore the fact that so much of our time has been absorbed in the matter of finances, to a partial neglect of some of the ultimately more important matters connected with the educational problems and the definite development of leaders for our church. We hope that with the completion of this campaign the faculty will be able to devote its energies more completely to these problems. H. G. Wells, in the Out-

line of History, when mentioning the forces back of the Crusades, says, "There was something in the multitude who now turned their faces east, something deeper than love in the human composition, namely, fear-born hate." We shall not argue the point with Mr. Wells as to whether "fear-born hate" is deeper than love in the human composition, but we do declare our faith and experience that there is something that can come into the human heart and supplant that "fear-born hate" and reign supremely over it, and that something is the spirit of the living Christ. That faith and experience is the essence of Quakerism. As a Quaker college, the distinctive task of Guilford is to bring into the lives of our students this faith and experience. Of course, we in common with every college, must disseminate knowledge and teach the young people to think, but as a Quaker college we must send into the world apostles embued with the spirit of love, send them forth burning with the faith and experience that the spirit of Christ can overcome "fear-born hate" in the world by the power of love divine. I cannot say that this spirit is supreme in the life of every member of the faculty at Guilford College, but I do try to assure myself of that fact in securing men and women for service in this institution. Having such teachers and officers we can then apply ourselves to the distinctive task of Guilford and to that task we here pledge our lives.

RAYMOND BINFORD, President.

GUILFORD COLLEGE BALANCE SHEET JUNE 11, 1923

Assets

Current:		
Cash on hand and in bank	$ 5,320.77	
Bills receivable	338.80	
Accounts receivable	2,537.44	
Sundry—notes by class 1923	727.20	
Live stock and supplies	10,210.95	$19,135.16
Investments:		
Endowment fund	207,949.85	
Stock in N. C. Public Service Co.	2,720.00	210,669.85
Deferred:		
Unpaid pledges		26,302.42
Fixed:		
Land, buildings and equipment		340,000.00
		$596,107.43
Total deficit		52,822.96
		$648,930.39

Liabilities

Current:		
Bills payable	$ 57,575.00	
Accounts payable	1,471.59	
Deposits and fund accounts	4,433.95	$63,480.54
Deferred:		
Annuity bonds	39,000.00	
Dwelling contract	4,500.00	43,500.00
Stock:		
Plant—Real estate and buildings	334,000.00	
Endowment	207,949.85	541,949.85
		$648,930.39

Income 1922-1923

Students:	
Laboratory—Biology	$ 391.00
Chemistry	843.00
Home Economics	571.00
Mechanical Drawing	21.00
Physics	145.00
Music	2,119.30
Registration fees	4,583.95
Room Rent—Cox	6,266.55
Founders	4,293.70
Tuition	14,752.95
Cottages—Rent	811.25
Dividends	192.00
Endowment	12,835.44
Sundry donations	16,661.08
Gain on boarding department	2,083.23
Gain on farm	412.60
Gain on book store	175.27
	$67,158.32

Expenses 1922-1923

Administration		$ 7,073.58
Instruction		27,034.81
Music		265.12
Paid various funds from endowment:		
Scholarships	$1,199.43	
Instruction	952.78	
Girls' Aid	377.18	
Miscellaneous	704.57	3,233.96

Maintenance:	
Campus	515.87
Cottages	412.78
Dormitory—Cox	5,452.86
Archdale	67.65
Founders	4,298.08
Educational buildings	2,948.47
Library	839.59
Insurance	654.94
Interest	4,557.44
Other expenses	676.60
Salary	300.00
Laboratory—Biology	216.40
Chemistry	615.63
Home Economics	274.33
Mechanical Drawing	4.60
Physics	46.61
Promotion:	
Scholarships	870.50
Student campaign (printing catalogue, advertising, soliciting)	2,096.05
Sundry	1,166.66
Visitors	226.50
	$63,856.03
Old accounts closed	711.95
	$64,567.98
Surplus for the year	2,590.34
	$67,158.32

MAUD L. GAINEY, Treasurer.

June 11, 1923.

Guilford College Bulletin

Entered at Guilford College, N. C., as second class matter under Act of Congress, July 16, 1894

Volume XVI 1923 No. 4

THE SERVICE GRADUATES AND FORMER STUDENTS MAY RENDER THEIR COLLEGE

By Elwood C. Perisho.

(Extract of an address given before the Guilford College Alumni June 4th, 1923.)

The Greatest Asset of a College.

The most valuable asset of any college is her alumni and her former students. Faculties are a necessity, but during any summer vacation they may change their allegiance to another institution. Trustees we must have, but they may resign or move away. But once a graduate always a graduate. No student can sever his former relationship to a college nor can one part with his alma mater. The college he attended is his educational capital. Into it he puts his time and his money. The world's estimate of that capital will go up or down just as the college advances or declines.

Valuable Service Rendered by Graduates.

At no other time in the history of the nation have the graduates of our colleges and universities done so

much for their institutions as in the last few years. Even before the close of the Great War, American colleges and universities not supported by public taxation, found their regular income too small. To meet this emergency our educational institutions large and small, both North and South, had to inaugurate campaigns for larger endowments.

It is well to know that here in North Carolina all our denominational colleges have been working for months, with the aid of graduates and old students, to secure larger endowments.

Catawba wants an endowment of $400,000.

Davidson wishes an additional endowment of $600,000.

Elon is working for $600,000.

Guilford must have at least $500,000.

Lenoir desires $600,000.

Salem has secured $400,000.

Trinity has recently added $1,000,000.

Wake Forest increased her endowment by $1,300,000.

Nor are the conditions of colleges in other parts of the United States any different, no matter the denomination or the locality. The need of larger endowments is as pressing in the greater universities as in the small colleges, as the following data will clearly indicate:

Name University	Present End'mt	End'mt Sought
Carnegie Institute	$10,000,000	$20,000,000
Columbia University	35,000,000	45,000,000
Cornell University	17,000,000	27,000,000
Harvard University	43,000,000	58,000,000
University of Chicago	30,000,000	40,000,000
Vassar	3,000,000	9,000,000
Yale	34,000,000	35,000,000

Institutions Are Proud of Their Graduates.

In most cases even our larger colleges and universities have secured their new endowments largely through the efforts and leadership of their graduates. The alumni of Harvard, Yale and Princeton collected millions of dollars for these respective universities. The alumnae secured $3,000,000 for Vassar, $2,000,000 for Wellesley and $1,000,000 for Smith.

The graduates of our larger and richer Quaker colleges added hundreds of thousands of dollars to the endowment of Haverford, Swarthmore and Bryn Mawr. It might be a matter of interest to all former students of New Garden Boarding School and its successor. Guilford College, to know at this time Central, Earlham, Friends University, Penn, Pacific, Whittier and Wilmington colleges, as well as Guilford, are all seeking increased endowments.

So universal is the effort to better endow the schools that recently about ninety per cent of the leading colleges and universities put on a campaign for greater endowments. This tremendous task of increasing the endowments of nearly 500 colleges and universities can be done only by co-operation and sacrifice. Among the graduates are some men and women in each institution who understand so clearly the vital necessity of maintaining their alma mater that they are willing to give sacrificially. Without such loyalty a number of these colleges would have to close their doors.

A college like Guilford cannot meet its present emergency except through the hearty co-operation of those who have been benefited by the institution. The Indianapolis News prints an episode of the Radcliffe Endowment Campaign. It is well known that Rad-

cliffe went out to increase its endowment by $3,000,000. Selling soap was one of the means employed. One alumna secured two small boys to take soap to certain houses which she designated. When one of the boys stopped at the door and offered the soap for sale, the good housewife asked, "Why are you selling soap?" The boy promptly answered, "To raise $3,000,000 for Radcliffe." The lady asked, "Are you trying to do it all by yourself?" "Oh, no!" said the little chap, "Another boy is helping." Only by all helping can Guilford increase her endowment to half a million dollars.

Kipling gives us the secret of co-operative success when he says:

"It ain't the individual nor the army as a whole,
But the everlasting team work of every blooming soul."

For the non-tax supported colleges there are three sources of income:

1. Tuition and fees.
2. Personal gifts.
3. Income from endowments.

1. Practically every college asks her students to pay a **tuition fee,** but in no case, so far as I know, do the tuition and fees meet much more than one-third the actual cost of the student's education. At Guilford the cost annually for each student for his instruction is a little more than $300. The tuition is less than $100. A survey of the colleges of the United States shows that the average amount of tuition paid by the pupil meets less than 40 per cent of the cost of his education.

2. A second source of income for the non-tax supported college is the personal gifts made as a rule

annually. These constitute a very small amount of the income of the colleges. In the case of Guilford the temporary sustaining fund has proven a very valuable asset the last few years. Without it Guilford would have had a deficit annually of from $15,000 to $16,000.

3. Income from endowment. This is the only certain way to insure a definite, permanent income. The tuition changes with the enrollment. Personal gifts are so closely related to the elements of the weather, crops, varying degrees of prosperity and adversity that in no sense are such gifts stable. Only with sufficient endowment can a college be assured of a regular income. The future certainty of any college is its endowment.

We all agree that the elements of a college's real greatness are:

1. The training of young men and women in genuine scholarship. This training should enable students to think—and think straight through **to the end** of any proposition.

2. Giving to students individual training which qualifies them for social, intellectual and Christian leadership.

3. Maintaining on the campus such college traditions and atmosphere that every man and woman enrolled catches the spirit of a sane and worth while viewpoint of life and the service each one should render.

But none of these can be permanently secured without proper equipment and the continued service of a really worthy faculty. Neither equipment nor faculty can be maintained without adequate endowment.

It is well for us to know and realize that the small

college is doing excellent work on a much less sum of money than the amount spent on a like number of students in the larger institutions. A recent educational survey showed that one large university with a yearly income of over $3,000,000 was training less than 6,000 students while fifty colleges with an annual income of less than $3,000,000 were training over 13,000 students. We are told that the smaller colleges are training three students on what it costs the tax supported colleges to train one.

Facts Worth Remembering.

We should always get the facts before we reach a conclusion. No college man or woman should make the mistake of reaching a conclusion and then trying to find some facts to substantiate the opinion held. There are in the United States at the present time:

1. Three hundred and fifty tax supported institutions. This includes state normals, state colleges and state universities.

2. Five hundred and thirty denominational and independent colleges and universities.

3. In these non-tax supported schools are more students than in the tax supported institutions.

4. In the colleges and University of North Carolina last year were over 7700 students. Of this number some 3400 were in the state supported institutions, while more than 4300 were in our denominational colleges.

The Small College Must Be Saved.

The conclusion is evident—our denominational colleges are not only a necessity but are more economical. We must save our small colleges. It is cheaper to support our denominational schools than to pay the taxes necessary to equip our state institutions so that

they could permit all who wish a college education to enter. The drift of public sentiment is now back toward the small college. A few years ago the drift was largely toward the big institutions. The country needs and the future demands the kind of Christian training which should be given in our smaller denominational colleges. May I quote from a few noted people as to the value of Christian education and the small college (See Christian Education, March, 1923).

Roger Babson, statistician and economic expert, says: "The safety of our nation depends on Christian education." Dr. Eliot, long time president of Harvard University, once wrote: "Exclude religion from education and you have no foundation to build moral character." Dr. Hadley, ex-president of Yale, tells us: "To produce character, education must call to her assistance religion." President Roosevelt once said: "To educate a man in mind and not in morals is to educate a menace to society." Elihu Root, ex-Secretary of State, and America's greatest international lawyer, says: "I believe the American boy has a better chance for a successful education in a college of not more than 300." James J. Hill, our country's greatest railroad builder, declares: "The small Christian college is the hope of America." President Harding recently said: "It is the small college that democratizes the higher education."

It is no wonder that the small Christian college was never so popular as it is at the present time. We are all in favor of our tax supported institutions. The state colleges and university are doing a work which must be done in North Carolina. It is also true that our small colleges are equally needed in the state. One aim of a Christian college is to make confidential and

trusting companions of Education and Religion. The greatest safety of a freshman is found in the close and friendly relation between student and teacher. It is the personal acquaintance and individual interest of the professor which holds, leads and wins the young man or woman when they go for the first time to college or university. No teacher and student get very close together when classes are so large that there is no opportunity for personal acquaintance.

The Guilford Situation.

Just what is the situation at Guilford and the present status of the increased endowment campaign?

I. The financial situation.

There are the two questions which must be answered at the very opening of any discussion of the finances of the college:

First, what are the minimum expenses which must be met annually?

The cost of the faculty is $36,000.

Fuel, light and water, upkeep of buildings, insurance, $16,000.

Total expense $52,000.

Second, what is the annual income?

Interest at 6 per cent on $200,000 endowment	$12,000
Tuition	18,000
Laboratory and other fees	6,000
Temporary sustaining fund per year	16,000
Total income from all sources	$52,000

Guilford's emergency lies in the fact that this sustaining fund is temporary and cannot continue. Hence, the problem is a simple one. What endowment even at 6 per cent will yield an income along with tuition and fees to aggregate $52,000? No sum

less than $500,000 will be sufficient.

Every graduate and old student should also know:

1st. That by an agreement of the North Carolina College Conference no college in this state can retain its rank as an "A" college after 1924 unless it has an annual income of $50,000.

2nd. That no institution can become a member of the Southern Association of Colleges and Universities unless such an institution has an endowment of $500,000.

3rd. By a recent ruling of the North Central Association of Colleges it was decided that any College in full standing shall have a minimum annual income of $50,000 for its educational program. One-half of this sum shall be from sources other than from the tuition and fees collected from the student body. Also any college shall have an additional annual income of $5,000 for each 100 students above the enrollment of 200.

Hence if Guilford is to keep her rank as an "A" college she must have an endowment of $500,000.

II. What has been done to secure the additional sum of $300,000 to make the endowment $500,000 and also to pay off all indebtedness?

1. An appeal was made to the General Education Board of New York with the result that after the board had carefully examined the college as to its work and its policy, the board gladly offered Guilford $100,000 on the condition that the endowment be made $500,000 and all indebtedness paid.

2. The trustees of the college accepted the offer of the General Education Board, and appointed a committee to assist in the campaign.

III. What have the alumni done?

1. Called a meeting of all the graduates of Guilford and New Garden Boarding School, which met in Greensboro 12-29-23. At this meeting the alumni did three things:

1. Declared that a campaign for a greater Guilford endowment was a necessity and endorsed the action of the trustees.

2. Unanimously assumed the initiative and leadership in the campaign to raise $275,000.

3. Authorized the chairman of the Alumni Association to appoint a representative committee of the graduates to take charge of the campaign in co-operation with the college and the board of trustees.

IV. What has been accomplished?

1. Meetings and banquets have been held in Winston-Salem, High Point, Greensboro, Guilford College, Raleigh, Goldsboro, Rock Ridge, and conferences and meetings in several other places.

2. Amount of money pledged. Carefully organized solicitations have not been made except in Guilford county. It was the policy to begin at home with the canvass. Guilford county has already pledged over $100,000.

3. Organizations are well completed and will soon begin the canvass in Winston-Salem and Forsyth county, Raleigh, Wayne county, Johnson, Sampson and Wilson counties.

4. A little later organization work will be done in Northampton, Halifax, Hertford and Bertie counties; Perquimans and Chowan counties; Randolph, Davidson, Yadkin, Surry, Stokes and Rockingham counties.

Our goal for North Carolina is approximately $200,000. Greensboro including Guilford College will give $75,000; High Point and the southern part

of the county hope to contribute from $50,000 to $60,-000. Winston-Salem expects to add $25,000. If these amounts are pledged there will yet remain to be secured from the remainder of the state $40,000 to $50,-000.

Can It Be Done?

Can all of this $200,000 be secured in North Carolina? No, not if we expect some one else to do it. Only by all being willing to help and each one do his part will it be accomplished. Not a graduate or old student must take it for granted that all the others will help and hence it is not necessary for him to do so.

Not long ago a parish in France wished to show its appreciation of its priest. It was decided that each one should take the priest a bottle of wine. A large cask was provided. All were instructed to carry their bottle of wine and put it in the common receptacle. When the last man had emptied his bottle, the priest drew off a glass from the cask and lo, it was only water. In secret each one believed that all the others would of course take good wine so he would be at no expense and carry only water, never guessing that anyone would even know how small and selfish he could be. Guilford will never get her new endowment if we have many who will not contribute "his bottle of wine."

Can Guilford get its $500,000 endowment? Yes, if every graduate and old student will not only give according to his ability but encourage others to give. This is not the time to talk but to work. This is not the time to promise but to pay. There are over 400 graduates of the college who, as a rule, spent four years at Guilford. Let me ask two questions. What

did you give the college? What did the college give you? You gave four years of time and the tuition for four years. Of course you have not forgotten that it cost the college three times as much to educate you as you paid the institution. In round numbers we will say that you paid the college $400 tuition. This $400 you paid, but someone else paid $800 of the $1200 that it actually cost the college to give you the college course. Have you stopped to think what a handsome sum the college would have if every graduate paid to Guilford only the sum, without interest, his instruction cost? If the alumni paid in full the cost of this education our campaign would be more than completed.

The Value of a College Education.

Have all the graduates stopped to estimate the value, in money, of a college education? If not may I call your attention to the report of the statisticians of the United States Government published about 1914 after a number of years of careful investigation. Note that this estimate was made just before the Great War. All figures are too small but the ratios will hold. This government report shows that:

1. The average man who left school with only a little grade education can earn $1.50 a day, $500 a year, $20,000 in forty years.

2. The average man with a high school education can earn $3.00 a day, $1000 a year, $40,000 in forty years.

3. But the average college graduate earns $6.00 a day, $2000 a year, $80,000 in forty years.

Hence a college education for the average graduate is worth in money earning power $40,000 more than he could earn if he were only a high school graduate.

After all is it not a fine thing that college graduates have a chance to show in money their appreciation of the work their alma mater did for them?

Facts in a Nut Shell.

There came to each of us a thrill of pride when we heard that Guilford county had already pledged $120,000, which means this one county has given thirty per cent of all to be contributed by the entire state. The trustees and college authorities are certain that if North Carolina gives $200,000 the college will be able to secure $100,000 additional from friends of Guilford outside the state. This is a fifty-fifty proposition. Guilford gets from outside the state a dollar for every one given here—$100,000 from the General Education Board, $200,000 from North Carolina, $100,000 from other states.

Now it depends on what is done in North Carolina. The proposition is an excellent one for us. If we in North Caroina give one dollar, Guilford will receive two dollars. If we want to increase the endowment by $300,000 and also free the college from indebtedness, it can be done if we who are most concerned will contribute one-half the money needed. Is it not an opportunity worthy of your best endeavor? Can we not all work and give for such an achievement? Is there any reasonable sacrifice too great for us to make to insure the future success of your alma mater and preserve Quakerism in this part of the South? Money given to Guilford Endowment is a safe and worthy investment, not for years and decades, but for centuries, not for a life, but for eternity. Can you think of anything better or finer than to have your money working on and on doing the very service you would

have it accomplish, not only while you live but so long as Guilford continues to give scholarly and Christian training to young men and women?

The need of money is not the only propelling force in the Guilford Endowment Campaign. There are other reasons.

1. Guilford is a Christian College established by men and women who believed not only in God but in giving to young people an education both scholastic and Christian. There can be no doubt that a college thus founded and with 86 years of successful service to North Carolina Yearly Meeting has today the divine sanction of our heavenly Father. If God wishes Guilford to continue, that fact alone should impel her friends to come loyally to her support.

2. The founders and supporters of this college, the first co-educational institution of higher learning in North Carolina and the South, were pioneers and leaders in social, industrial and religious progress of the state. These men and women were our ancestors. For their sake and for the honor of their names and their achivements we will continue the work they so nobly established.

3. Any honest person is ambitious to pay a debt of honor. Each graduate who stops to consider that after a college has given to him so much intellectual power; so much money making ability; so much leadership—then he owes a debt sacred as is his honor. Graduates cannot be ungrateful. The alumni will not forget their benefactor. They will come gladly to the rescue of their alma mater.

Let me close by quoting from a letter from one of your own number, Miss Ada M. Field, class of '98, now a member of the faculty of Peabody College for

Teachers at Nashville, Tenn. Along with her contribution she wrote: "It is a great pleasure to me to hear the encouraging reports of the campaign, and particularly the part the alumni are taking in it. An institution is safe when her alumni realize their privilege, their obligation, and their strength, and have faith in the college and in themselves; and no institution, however rich in money is safe until that does happen. I was never so proud of being one of the children of Guilford as now—it is an honor to be a member of a company like that."

Isn't that splendid? Miss Field is correct. An institution is safe whenever "her graduates realize their privilege, their obligation, their strength, and have faith in the college and in themselves." Let me again thank you for what you have done and what you are going to do. But for you Guilford could not have done what she has accomplished, nor without you can she secure an endowment of one-half million dollars.

LATER NEWS

The necessary delay in sending out this bulletin makes it well to add a note showing the progress of the campaign the past few weeks. Since our commencement in June, the Guilford College Clubs of Northampton, Bertie, and Hertford; of Perquimans and Chowan; and of Forsyth counties have held enthusiastic endowment meetings. Campaign organizations were made, soliciting teams chosen. The graduates and former students from the above counties are adding materially to the new endowment.

When once the facts are clearly known, very few, in fact almost none, of the graduates and former students fail to make a pledge. It is now generally believed that the endowment of one-half million is assured. Nor is this a mere wish or a judgement based on a great hope.

What are the facts to date? (1) Guilford must have an endowment of $500,000. (2) The College now has endow-

ment and pledges for about $440,000—old endowment, $210,000; General Education Board promised $100,000; Guilford County has pledged $110,000; other pledges, $20,000—$440,000. (3) Amount yet to be secured for the endowment is $60,000. Hence we are justified in believing that the campaign will end successfully. Guilford will secure her larger endowment IF the remaining graduates and former students will do their part as well as those who have already contributed. We know that very few have plenty of money. But it is equally true that nearly all can give something. Many small gifts are better for the College and for the contributors than large donations from a few.

When this campaign is over and Guilford has her new endowment and all her debts paid, it will be a life-time satisfaction to every one who gave to know that it was some of his money which made this achievement possible. We also know that if any loyal son or daughter of Guilford did not contribute, who might have done so, it will be a matter of never ending regret. Hence our anxiety to give all a chance to help.

This is no begging campaign, but rather a movement to give all an opportunity to pay their obligations to their college. The day is not distant when you will be more pleased than you are now that you were once a student at Guilford. Soon you will be more proud than you are today of your alma mater.

Did you ever talk with a Haverford student or a Hamilton man and note their pride in a small college and their deep regret if their institutions should increase their enrollment? May I tell you what will make Guilford the unique and honored college of North Carolina? A faculty large enough and a student body small enough to guarantee the individual and personal attention and acquaintance between every freshman and his professors. The critical period of any college student is the freshman year, coming just after leaving home and the high school. This is the time when every young man and woman needs the personal touch of the teachers in college.

Nor is the progress of the Endowment Campaign the only good news. All will be pleased to learn that the prospects for the coming year are splendid. Never before were there so many freshmen applying for entrance to Guilford College.

Personality in Education

Education

MARK HOPKINS sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught—
If his Latin was small and his Greek was naught—
For the farmer's boy he thought, thought he,
All through lecture time and quiz,
"The kind of a man I mean to be,
Is the kind of a man Mark Hopkins is!"

Philosophy, languages, medicine, law,
Are peacock feathers to deck the daw,
If the boys who come from your splendid schools
Are well-trained sharpers or flippant fools.
You may brag of your age and your ivied walls,
Your great endowments, your noble halls
And all your modern features,
Your vast curriculum's scope and reach
And the multifarious things you teach—
But how about the teachers?
Are they men who will stand in a father's place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine, true man?
No printed page nor spoken plea
May teach young hearts what men should be—
Not all the books on all the shelves,
But what the teachers are themselves.
For education is: Making men;
So is it now, so was it when
Mark Hopkins sat on one end of a log
And a farm boy sat on the other.

—Arthur Guiterman

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Guilford College

"Mark Hopkins sat on one end of a log,
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother."

What is our present-day conception of Education?

Seemingly a simple enough question, it is one to command the whole-hearted consideration and analytical thought of every one of us.

It is a question, above all, that commands itself to the parent, for the motivating force of our civilization is Education—the Education that follows in the footsteps of Christianity. Men and women struggle that their children may have opportunities more abundantly than did they; and those opportunities come through Education. What sort of Education would we have for our boys and girls?

Are we as parents, more concerned about the incidentals, or the fundamentals, in selecting the place where that boy and girl shall receive the educational foundation for good citizenship?

In selecting a College for our daughters, what influence means most to us—the "fashionableness" of the institution, or the atmosphere of character that surrounds its faculty?

In selecting a College for our sons, what influence bears most weight—the "advantages" of wealthy or socially prominent associates, or the fiber of Christian manhood that marks the men who teach?

Passing from home to college life, those sons and daughters pass to a marked extent from the in uence of mother and father to the influence of a group of mentors. Are we always sure that

the influence of the pedagogue will be that of an "elder brother"—of an elder sister? Or do we always think about it in that light?

Just as our influence as parents is shown in the character of our children as they develop through the earlier years, just as surely is their character moulded by their teachers in the formative period of college life. What influence is being exerted over your sons and daughters in College? What influence would you have?

"I don't care what Mark Hopkins taught—
If his Latin was small and his Greek was naught—
For the farmer's boy he thought, thought he,
All through lecture time and quiz,
'The kind of a man I mean to be
Is the kind of a man Mark Hopkins is!' "

What sort of man is "Mark Hopkins"— teacher, mentor and friend of your boy and girl? What sort of man would you have him be?

Just the same sort of man—or woman—you have set your heart upon your son—or daughter—being!

Look for that man—the Mark Hopkins type—and when you've found him you've found the College where you want your sons and daughters trained!

And where you find that man you'll likewise find being taught the things you'd want your sons and daughters to know—because the true "Mark Hopkins" will teach nothing else!

"Philosophy, languages, medicine, law,
Are peacock feathers to deck the daw,
If the boys who come from your splendid schools
Are well trained sharpers or flippant fools.
You may brag of your age and your ivied walls,
Your great endowments, your noble halls
And all your modern features,
Your vast curriculum's scope and reach
And the multifarious things you teach—
But how about the teachers?

Are they men who will stand in a father's place,
Who are paid, best paid, by the ardent face
When boyhood gives, as boyhood can,
Its love and faith to a fine, true man?
No printed page nor spoken plea
May teach young heart's what men should be—
Not all the books on all the shelves,
But what the teachers are themselves.
For education is: Making men;
So is it now, so was it when
Mark Hopkins sat on one end of a log
And a farm boy sat on the other."



The Guilford Ideal

FROM its conception by the founders to the present day of its development, the men and women who have been identified with Guilford College have labored for an ideal.

That ideal has been of an institution that would serve most in serving best; that would ground in its students the rugged fibre of character along with the fundamentals of a broad education.

All necessary attention has been paid, of course, to the provision of ample equipment—dormitory space to provide comfortable, healthful, workable accommodations for the students accepted; classroom space sufficient to provide for the closest possible attention to the student's individual needs; and scientific equipment necessary to the pursuit of the subjects taught.

But first attention always has been directed to the personnel of its faculty.

Confident in the belief that, emerging from the environment of home into college life, boys and girls find the truest type of development into normal manhood and womanhood through continued association, Guilford is and always has been a co-educational institution, the oldest in the South.

Situated in a section of marked natural beauty, secluded from the diverting influence of the city yet never losing touch with the outside world; close to Nature's inspirational wonders, there has been built up here a community preserving as nearly as possible the environment and fine tradition of the American home.

In such healthy surroundings, boys and girls, young men and women walk through the realms of history with a friend to learn those things that give them a grasp of the world; an understanding of things as they exist today, and as they have existed through the ages; the broadest possible conception of the race as it has developed over the centuries,; an interpretation of those who have peopled the earth through an inspirational study of their history, their languages, their arts and sciences. And directing it all, illuminating it all, is the guiding light of Christianity.

Such is Guilford's conception of education—the broadening and deepening of the mind; the development of character.

The student leaving Guilford may go forth equipped in any one of a number of ways to earn a livelihood; or, if professional ambition urges, that student has the equipment so vital to any professional career, the groundwork of a broad education and the faculty of clear, straight thinking. Thus does Guilford serve.

But such service is possible only as an institution is able to secure as its teachers men and women who can, through the sheer force of character, inspire in others devotion to the ideals they hold aloft.

That Guilford has been most fortunate in this respect is proved by the life and works of those who have labored here—a labor that has been rewarded in greater part by personal satisfaction in a service they loved. And proved again in the life and works of those who have gone out with the Guilford ideas and ideals enthroned in mind and heart.

Guilford shares its pride between those who have taught, and teach, in its hallowed walls; and those who have received these teachings and gone out to the world equipped to fight its battles — and do it successfully, gloriously.

The story of Guilford College, from its inception as New Garden Boarding School to the present, could be narrated eloquently in the biographies of those who here have essayed here the roles of "Mark Hopkins" and the "farm boy." Nor could any institution be endowed with an intimate story of its life and works richer in the finest traditions of character and character building; of service for love of service.

The Guilford Goal

IT has never been the aim of Giulford College to be an institution of surpassing proportions. On the contrary, its goal is public recognition as "The Ideal Small College." And as such an institution it expects to occupy—if not now, then at some time not far distant in the future a unique place in the great educational system of North Carolina.

Organized in 1837 as a boarding school, Guilford becane a degree-college in 1888. Until the present it has retained in part the department of elementary training. That department, according to present plans, will be eliminated after the present collegiate year.

Then the institution may devote itself wholly to the courses of collegiate training; and its anticipation is a student body approximating 300.

That limit is fixed for the reason that, with comparatively slight expenditure, such a number can be accommodated with present equipment and faculty; a greater number would not only tax the equipment but would weaken the system of instruction that is Guilford's pride and strength—the fine balance of numbers between student body and faculty that enables the teacher to know and effectually meet the individual requirements of the student to become friend, companion and counsellor as well as teacher.

Further, a student body of that proportion gives every individual an opportunity for fullest participation in the affairs of college life; an opportumnity for acquaintance if not actual friendship with every other student. In the classroom, on the campus and on the field of sports, that number is cohesive and mutually understanding.

In short in a college of 300 there is established a body sufficiently small to maintain the spirit and environment of the family group.

And that is Guilford's aim—a student body in which will be found for the individual the maximum of opportunity for development of mind in the classroom and through association; of body in athletic training; and of a democratic spirit that is expressive of the teachings of the Christ.

That aim can be attained through the co-operative effort of all of Guilford's frien ls and allies. And upon those friends who are likewise old students, there rests the obligation of giving back something of what Guilford has given them for the broadening and deepening of the work; for the enlargement of opportunities for those of the present and ensuing generations. Upon that co-operation Guilford is counting in its effort to climb to the proud position of "The Ideal Small College."



Guilford's Great Opportunity

"There is a tide in the affairs of men
That taken at the flood leads on to fortune."

AS opportunity rises to inspiring heights in the affairs of men, so does it in the careers of man-built institutions. Today we witness a flood tide in the life of Guilford College—opportunity that has been recognized instantly by the institution's stanchiest friends and supporters, its old students.

The General Education Board of New York has tendered to Guilford a conditional gift of $100,000, the provision being that the College, through other channels, receives $275,000. Of this total of $375,000, it is proposed that $300,000 be added to the Endowment Fund and the remainder devoted to other needs of the institution.

Such a tender from the General Education Board evidences the abiding faith of that body in Guilford's capacity to serve the State of North Carolina, and conviction that its ideals and standards of educational training are worthy of the strongest support. The gift means, therefore, vastly more than the eventful acquisition of $100,000. Guilford has been signally honored—and as few institutions of the State have been—after a most painstaking personal investigation by Dr. Wallace Buttrick, President of the General Education Board, and Mr. Trevor Arnette, one of the Secretaries.

And thus is opportunity presented the friends of the institution everywhere to lend a hand in lifting it from the financial quicksands that have at times threatened to engulf it, and place it upon a rock, where its service may not be hampered and handicapped by constantly nagging financial responsibilities.

Already have these friends recognized their golden opportunity—already have they committed themselves to the prosecution of the task. And with Guilford's horde of loyal alumni, alumnae and friends solidly behind the undertaking it does not bulk as an

uncommonly large one—this task of raising $275,000 within a year. Rather does it afford outlet for an expression of love and gratitude for Alma Mater on the part of those who have drunk deep at its fountain of inspirational training and now are privileged to return something for its larger service to others—their children and their children's children.

In this hour of mutual opportunity, Guilford greets you and wishes you Godspeed in a work that will mark the greatest epoch in its history since Nathan Hunt, the prophet among its founders, helped secure the funds for Founders Hall. May each one of us feel the weight of Guilford's history—a volume that covers now almost a century of time; 86 years of honored and honorable service—a chapter that will bear the legend: "Guilford's Opportunity; and Its Realization."



Building A College

Joseph Moore, A. M. LL. D.

No one who knows Guilford College as an institution could reasonably accuse it of "extremist" tendencies. Yet, perhaps those who have loved it and labored for it have been at times too extreme in one particular—too reserved, where boastfulness might be charged, in acquainting the world with all this glorious College has to offer. Modesty has perhaps too often stood as a barrier to valuable educational publicity. But there is one who has not been backward in expressing his convictions—openly, frankly and impressively—upon what the College stands for in the educational fabric of North Carolina. That one is Dr. Moore, and this address is published with feelings of the sincerest appreciation of a sincere man's opinions.

As Friends have always held to the idea that a church is not the meeting house in which professors of the faith meet to worship, but that the children of God do themselves constitute the church—so let us and all others keep prominent the idea that a building or any group of buildings cannot constitute a college.

True, the buildings are an important accessory. Those who are to educate and be educated must be sheltered; they need to be made comfortable: they ought to have things convenient; they need books, apparatus and various kinds of appliances. People, however, have made very fine scholars and noble men and women with a very poor outfit in the several particulars above named.

How was it? They had TEACHERS, who knew the what and the how, and themselves had a mind to work.

The building of a college is a work of time. It cannot be done in a year. It must grow. And what is probably the first essential? Would you say teachers? What is the second? Would you say students? Well, both are indispensable.

If teachers are indifferent and incapable, even good, studious pupils could not right them.

If pupils were thoughtless, inattentive and untrained, the teachers, if made of the best and most enduring material, might be a means of waking up the pupils and getting them started toward making something of themselves, though against heavy odds. We will all agree that the best results are attainable when both instructors and instructed are working to the same high end.

Think of the outcome of such a pupil as Aristotle under such a teacher as Plato. The teacher called his pupil "the philosopher of truth." A result was that Aristotle became "the father of experimental science."

What a host of boys met the right man in Arnold of Rugby! Agassiz sat at the feet of some of the masters in Europe, and besides these, so open was his heart and intellect to truth, that he continually found teachers in nature such as the heavens, the Alps, the glaciers, the violets, the insects, the fishes.

He was so happy and glad with nature that he had no time for silliness even when a child. He probably had more pleasant pastime than any other boy in Switzerland, but it was in a line of hearty hard work either for his mother or with his studies. As a teacher, his steadfast interest and enthusiasm kindled all who would kindle, and such as would not take a hearty interest usually dropped him, thinking him overly childish.

Now while I am thinking of the importance of a healthy relation between teachers and pupils in the building of a college, it is Guilford College on which for the present we are supposed to have our eye. As to buildings you may be said to be quite favorably situated. You are surrounded and enclosed by what is substantial, neat, cheery, homelike—and what an element of education that is!

You have capable teachers, whose personal interests as to themselves are kept well out of sight as compared with their interests in and devotion to their pupils.

You have pupils many of whom love learning, love order, love their instructors, love the college. Blessed is the college and the whole land that has plenty of such. Think how far such go toward the building of a college, and how far they go and will go to making homes, and how far they will go towards making a State. To the students of Guilford College let me say—the more you do in the way of contributing character towards the building of a college the more you do toward building yourselves, and the more you do toward building yourselves the more you do towards building a college.

I wish I could convince every one of you, and fasten the conviction that you have a great work on hand in the education of yourselves.

Believe it early, that there are no artists, architects, or poets who can paint pictures, chisel statues, build palaces or write poems, that are of so much worth, power or beauty as a well-built character.

Let the general sentiment of the college be such as is opposed to all sham and pretence. Hold up a standard that tends to popularize thoroughness and honesty in intellectual and religious work. Let it be ever counted as in the highest degree manly to have a Christian character through and through; let there be no intellectual or religious sham.

Honest work in the preparation and reciting of lessons and in the debating club will go far towards making honest men and women in the church and in all the business relations of life.

Let Guilford build right, however slowly it may be. It would be well if all colleges were so uniform and so high in their standards that a degree would be a degree, and of about equal value whether from one or another. But as it is, the worth of a degree as a testimonial of attainment is known only as we know the standard of the college that confers it.

Let Guilford students be wise enough willingly to take studies in their natural order and to take no more work than they can do well.

Let them scorn the thought (if they could get it) of flourishing a diploma which does not speak the truth of them. Let there be no scrambling for a testimonial which would for a time cheat the possessor and his friends with the idea that he had what he had not.

One of the best antidotes to this spirit (which is growing in some of our colleges) is a heavy love of learning, coupled with a high desire to make the most of one's self for the sake of "Him who gave himself for us."



GUILFORD COLLEGE

Students' Directory

Session 1922-1923

IDENTIFICATION

Name

Class

Home Address

The best way to brighten your life is to brighten someone else's.

Students' Hand Book

1922-1923

Nineteenth Edition



Presented by the

Y. M. AND Y. W. C. A. ASSOCIATIONS

of

GUILFORD COLLEGE, N. C.

CALENDAR

Eighty-Sixth Academic Year

1922

September 12th—Beginning of the Session, Registration and Classification.

September 13th, 8:20 a. m.—Recitations begin.

September 23rd—Examinations for Removing Conditions.

November 14th—First Quarter Ends.

November 30th—Thanksgiving Recess—Community Singing.

December 9th—Zatasian Oratorical Contest.

December 20th, 11:30 a. m.—Christmas Recess begins.

1923

January 3rd, 1:20 p. m.—Recitations resumed.

January 22nd to 27th—Mid-Year Examinations.

January 29th—Second Term begins.

February 10th—Websterian Oratorical Contest.

March 10th—Examinations for Removing Conditions.

March 30th—Third Quarter ends.

March 30th, 11:30 a. m., to April 3rd, 1:20 p. m.—Easter Recess.

April 21st—Philomathean Oratorical Contest.

May 19th—Henry Clay Oratorical Contest.

May 28th to June 2nd—Final Examinations.

June 3rd—Baccalaureate Service—Sermon Before the Christian Associations.

June 4th—Senior Class Day—Annual Meeting of the Alumni Association.

June 5th—Commencement Day—Conferring Degrees. Commencement Address.

GREETINGS

The Young Men's and the Young Women's Christian Association extend to each new student a most heartfelt welcome to Guilford College. We are glad to have you with us to share in the richness and fullness of our ideals, to find new opportunities, both pleasing and profitable, and to give to the college your sincere love and loyalty. Let your motto be, "Start right, keep right."

The Associations need you and we feel that we can help you. Will you join us in making our work in the classroom and in other college activities the very best possible? If you need help and advice, let us know; we have your interest at heart and will be glad to help you whenever and however we can.

Again we greet you most heartily, new students, and hope that we can help you from the very beginning to make your college home all that you have dreamed it would be—happy and lovely.

SUGGESTIONS

Be present one day, if possible, before college opens. This will give you time to make all necessary arrangements. When you get off the train at Guilford College station, you will find cars ready to transfer you to the college. Give the driver your trunk check; pay him 25 cents for your trunk and 25 cents for yourself; and tell him to which dormitory you wish to go. As soon as possible after you reach the college go to the Dean's office, where you will be registered and classified. Then go to the Treasurer's office in Founders Hall and pay your bills, get stationery, etc. When this is done, you will be regarded as a student of Guilford College. Representatives of the Y. M. and Y. W. C. A. will meet you at the station and will be glad to render any assistance if you make your wants known.


BODY
SOUL
MIND
Y
M
C
A
Y
M
C
A
Dabney White

YOUNG MEN'S CHRISTIAN ASSOCIATION

Cabinet Officers

President C. A. Dewey Crews
Vice-President Marvin H. Shore
Secretary Edgar Allred
Treasurer B. Clyde Shore
Marshal Russell Branson

Chairmen of Committees

Bible Study Benbow Merriman
Mission Study Wade Thompson
Religious Meetings Hershel Macon
Social Spotwood Taylor
Music John Reynolds
Membership Frank Casey
Finance B. Clyde Shore
New Students Thomas R. English

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Cabinet Officers

President Josephine Mock
Vice-President Vera Farlow
Secretary Ophelia Paul
Treasurer Lois Raeby

Chairmen of Committees

Bible Study Ruth Pearson
Mission Study Margaret Levering
Social Sallie Wilkins
Religious Meetings Nellie Allen
Publicity Henrietta Lassiter
Membership Vera Farlow

The honor of your presence is requested at the

Reception

given by the

Christian Associations

of the College to the

New Students

Saturday evening, September sixteenth

Nineteen hundred and twenty-two

Seven-thirty to ten-thirty o'clock

LOCAL Y. M. AND Y. W. C. A.

The Young Men's Christian Association of Guilford College was organized in 1889 as an outgrowth of a young men's prayer meeting, and since that time has been the prime factor in moulding the spiritual life of the young men. The organization is a part of the great student department of the Young Men's Christian Association and is in harmony with the various other organizations of a similar nature.

The Young Women's Christian Association of Guilford College was organized in 1904, being an outgrowth of the Woman's Christian Temperance Union. Since that time it has been a positive force in the development of the Christian womanhood of Guilford College. It, too, is a part of the great Y. W. C. A., and works in harmony with other such student associations throughout the state and nation.

We, the Guilford College "Y's", affirming the Christian faith in God the Father, in Jesus Christ, His only Son, and in the Holy Spirit, the revealer of truth and source of power for life and service, according to the teaching of the Holy Scriptures and virtues of the church, declare our purpose to be:

1. To lead students to faith in God through Jesus Christ.
2. To lead them into membership and service in the Christian church.
3. To promote growth in Christian character, especially through Bible study.
3. To influence them to devote themselves to bringing the Kingdom of God on earth.

Membership

Any student of the institution may be a member of the Association, provided he is in sympathy with the purpose. The membership fee of the Y. W. C. A. is $1.00, payable at the beginning of the fall term; that of the Y. M. C. A. $2.00 per year.

Meetings

The young men hold their meetings in the room fitted up for its purpose in the Y. M. C. A. Hall.

The young women hold their meetings in the Y. W. C. A. room in Founders Hall. The regular weekly meetings are held on Thursday evening immediately after supper.

Besides these regular meetings the Associations arrange

for a special series of evangelistic meetings conducted by some efficient minister or worker; also a series of life-work addresses, given some time during the year. Great good has been accomplished by special efforts to win students for Christ.

Receptions

The two Associations unite in giving a reception to the new students the first Saturday night after the opening of the college. At this time the new students are expected to meet the faculty, students and other persons connected with the college. Following this reception are other social gatherings arranged at appropriate times, to which all students are cordially invited. And here it might be added that the pleasure each one should derive from these social functions depends not so much upon the committee which has it in charge, as upon the efforts of each individual to perform his part. Attend these socials with the idea of entertaining and you will be entertained.

Bible Study

Recognizing that a college education which does not include a knowledge of the Bible is incomplete, and also that spiritual growth and influence is determined by the same, the Associations have prepared courses for daily systematic Bible study. The regular Sunday school hour has also been taken for the meeting of the Bible classes. Every enrolled student is placed in a Bible class and expected to attend regularly. The classes are usually conducted by student leaders, and hence an opportunity for free and unhampered discussion is extended.

Mission Study

The two Associations also have regular mission study courses similar to the Bible study courses. These are under the care of mission study committees, which arrange the meetings at a time most convenient for the students. In these classes the various missionary fields, home and foreign, are studied, thereby giving the student a knowledge of the progress of the Christian religion. The classes are free and every student should enter one of them with the idea of learning something of the great missionary field.

Summer Conferences

One of the most pleasant and profitable events of the college calendar is the ten days summer conferences. The young men and young women hold their conferences at different times, but both are held at the Association ground near Black Mountain, in the very heart of the Blue Ridge Mountains. At these conferences young men and young women from the entire south meet and have the Associations' problems discussed. Such men as Robert E. Speer and John R. Mott are speakers on these occasions. Every student should plan to attend one of these conferences some time during his college course.

Pointers of the Associations

I. They Stand—

For clean Christian manhood and womanhood in the college; aggressive Christian work for and by students, and clean development, physical and social.

II. They Are—

1. The largest student organizations in the world.
2. Organizations heartily supported by the faculty.
3. A part of the lives of thousands of leading college students.
4. The religious dynamic of college life.
5. Helped or hindered by YOUR relation to them.

III. They Offer You—

1. Attractive and inspiring religious meetings.
2. Choice fellowship.
3. Social life.
4. Courses in Bible and Mission Study.
5. Trips to conferences and conventions.
6. This handbook of information.

WHY YOU SHOULD JOIN THE "Y"

Because—

1. The Association is a Christian, a religious organization, and as such should have the support of every Christian student.

2. In uniting thus with a band of others, working to one end, you come into close relationship with all that is best in college life.

3. It tends to broaden and strengthen your spiritual life and gives you splendid training in Christian work.

4. The Association, to be successful, needs you with all your enthusiasm and earnestness.

5. You need us, too.

BE, DO AND DON'T

Be—

A consistent Christian.
Friendly and courteous.
A gentleman or lady.
Cheerful.
Unselfish.
Generous.
Sympathetic.
Persistent.
Prompt.
Helpful.
Honest.
Active.

Do—

"Make good" the first year.
Cultivate a pleasant disposition.
Love and appreciate your associates.
Choose your friends with care. The friends made in college will be your friends through life.
Work during study hours.
Bring money to buy books.
Attend church regularly.
Attend regularly and punctually all meetings.
Work hard, persevere and things will right themselves in time.

Learn to obey rules.
Neither borrow nor lend.
Join the Athletic Association and one of the Literary Societies.
Subscribe for and support the Guilfordian.
Pay your fees.

Watch the bulletin board.
Take exercise regularly.
Join a Bible class.
Join the Christian Association and lead a life of daily prayer and Bible study, remembering that no character is complete unless it is modeled after that of Jesus Christ.

Don't—

Wait for introductions.
Disregard rules and regulations.
Cut classes.
Be fresh.
Choose companions too soon.
Smoke cigaretttes or use tobacco.
Be a coward; stick to what you think to be right.
Be discouraged the first few days or weeks. These are the hardest of all in the whole year.
Walk on grass; try to keep your campus beautiful.
Drive tacks in the wall.
Talk, study or write during chapel exercises. Learn to respect place and speaker.
Take books from library without permission.

HISTORY OF THE COLLEGE

New Garden Boarding School was established in 1837 by North Carolina Yearly Meeting of Friends, and remained the same until 1888, when the name was changed to Guilford College. From the very outset the school has been co-educational, and, while under the control of the Friends, it is non-sectarian.

YOUNG WOMEN'S STUDENT GOVERNMENT ASSOCIATION

President Ruth Reynolds
Secretary Ruth Ragsdale
Treasurer Frances Garner

House Presidents

Founders Hall Helen Bostic
New Garden Allene Johnson

The young women of the college are organized into a Student Government Association which has charge of the discipline.

The ruling body of the Association is the Student Government Board which works in co-operation with Miss Osborne, the governess. This board consists of the officers of the Association and two representatives from each class, who are chosen by the members of their classes, one from Founders and one from New Garden Hall.

The Association was organized in the fall of 1916 and since that time has been growing in power and enthusiasm. The aim which it has is to teach the young women to live honorably and unselfishly in a community and to share in the government. It wants to teach them to become self-reliant and independent, which is only a part of the broader education for which we come to college. It is also a duty we owe to our college, our fellow students and ourselves. It is with this spirit that we ask our new students to join us in helping to make our already growing Association into a strong and indispensable organization.

LITERARY SOCIETIES

Guilford can claim four good literary societies: The Websterian and Henry Clay for young men, and the Philomathean and Zatasian for young women. The object of these societies is to promote general literary culture, to train their numbers in oratory and the art of debate, and to give them a general idea of parliamentary rules. Each society gives both an oratory medal and an improvement prize annually.

Too much cannot be said concerning the work of these societies. They serve as a training ground, and each student should identify himself with one of them. However, much emphasis must be laid on the importance of making a careful and deliberate choice. Before deciding which society shall be yours, carefully consider the following points:

1. The standing, objects and general policy of the organization.
2. Expenses, dues, etc.
3. The character of its membership. Study the type of men or women in each society, then make your choice, for your fellow-workers in society will be your strongest and closest friends throughout your college life. In no case should you make a hasty decision for your closest associates are at stake.

New girls will be divided equally between the two girls' societies. If a girl's mother or sister has belonged to either society, she may become a member of that society on request.

New students! let us again urge you to join one of these societies for it is here that some of the best training the college affords is acquired.

THE LIBRARY

The library building is open from 8 a. m. to 5 p. m., with an hour for dinner. In it are the best daily papers, periodicals and books. Splendid opportunity is here offered for research work in any line. The arrangement of the books is simple, so that the students have no difficulty in finding the books desired. The Librarian will be glad to assist those desiring help in finding material.

THE COLLEGE PAPER

The Guilfordian is published weekly during the school year by the four literary societies. It is designed especially for the benefit of the students, yet affords an excellent means of keeping the alumni in touch with the activities and progress of the college. Its purpose is to set forth the student life in all its various phases, and each department is represented. All students are expected to support the Guilfordian and aid in contributing articles to its columns. The subscription price is $1.50 per year, in advance; 10 cents per copy.

Editorial Board

J. Spot Taylor, Jr. Editor-In-Chief
Hershel L. Macon Managing Editor
Prof. Mark Balderston Faculty Advisor
Miss Mary Aline Polk Faculty Adviser

Business Staff

Mary Henley	C. A. Dewey Crews
Sam P. Harris	Clara Henley
Mary Lou Wilkins	William Fishel
Edward M. Holder	Eva Holder
Francis Garner	Robert K. Marshall
James Howell	Elizabeth Brooks

Katherine Smith, '19, Alumni Reporter

Business Manager

Frank McGee Business Manager
William Blair Assistant Business Manager
Hazel Richardson Circulation Manager



YOUNG MEN'S ATHLETIC ASSOCIATION

The Young Men's Athletic Association is composed of all the young men in the college. Realizing that athletics is absolutely necessary for the students, this organization is maintained for the promotion of the same. The fee is $8.00 per college year as prescribed in the catalogue. All members are entitled to the use of the grounds and other association property as well as admittance to all athletic contests. Every one is expected to take exercise and help in the promotion of pure and sane athletics at Guilford.

Football

Football is at Guilford, as in most other colleges, one of the major sports. Last year was, by no means, an unsuccessful year. Fourteen men were awarded either letters or stars. This year, with a good schedule already about complete, promises to surpass even last year in importance and success.

Captains and Managers of Athletic Teams

Football, Everette McBane, Captain; Marvin Shore, Manager
Baseball Bascom Shore, Captain; Tom English, Manager
Basketball J. G. Frazier, Captain; J. W. Frazier, Manager
Tennis Benbow Merriman, Manager
Track Frank Casey, Manager

Tennis

This is also a popular game and although the number of inter-collegiate contests have not been so numerous for the past year or two, interest is increasing and next year all who wish to play may do so.

Good Feet Essential

If you would have good feet you must have a good fit. Its a feat to fit the feet. We claim to know how. The Hendrix way will insure good feet.

J. M. HENDRIX & CO.,
Greensboro, N. C.

Basketball and Soccer

For many years the schools and colleges were faced with the problem of how to fill that period of winter where outdoor sports are impossible. This time is now being used for basketball and soccer. Since soccer is a new game for this part of the country we wish to encourage those who do not play basketball to go out and learn something about the game. We have a lot of good weather from the closing of football until Christmas for this game. Guilford was one of the first colleges in the state to push this sport to the front and she has maintained a good record.

Baseball

Baseball at Guilford, as in most southern schools, is very popular. Guilford has had marked success in this sport for a number of years, having several state championships to her credit.

YOUNG WOMEN'S ATHLETIC ASSOCIATION

Each girl is required to take 100 hours physical exercise a year, 50 hours sports and 50 hours gym classes, and by being a member of the Athletic Association is given an opportunity of the best exercise, well directed.

There is a girls' athletic director who holds regular gym classes and coaches on ball-field. Much interest is taken in baseball, basketball, volleyball and tennis. Besides these sports long walks for exercise are often taken. The fee is

$2.50 per school year as prescribed in the catalogue. All members are entitled to use the association's property and are also admitted to all athletic contests held at the college.

G's are awarded in basketball, baseball, tennis, track and volleyball to those who meet the requirements laid down by the Association.

COLLEGE SONGS

Hail! dear old Guilford!
Thy loyal sons are we,
And we will ever be
Faithful to thee;
Through every changing clime,
Through all the future time
Our hearts will ever be
Loyal to thee.

Though years may come and go,
Yet still our memory clings
To those dear college days
Of long ago.
None can compare with thee,
And we will ever be,
Until our dying day,
Loyal to thee.

In the North State, at its center,
Stands a college old and fine;
We all love it, 'tis our Guilford,
'Round it ivy doth entwine.

Chorus

Dear old Guilford, dear old Guilford,
How we love thee more each year;
When we're gone from thee forever,
Still thy name we will revere.

At the first, poor timid Freshmen,
How we longed at ease to be;
How we trembled, how we toiled,
O'er Physics and Geometry.

But we wiser grew as Soph'mores,
Said such digging did not pay;
And the way we bluffed our teachers,
No one ever knew but they.

Onward we advanced as Juniors,
Cast aside our childish ways;
Found that honest toil and pleasure
Best could fill our college days.

Then, with Senior years advancing,
Alma Mater opens the door
To larger tasks and broader visions,
Which the future has in store.

Then let all who love our college,
Love her, heart and soul and mind;
Seniors, Juniors, Sophomores, Freshmen,
Sing with voices here combined.

CAMPUS SONG

When the shades of evening gather
Guilford students hie
To the soft greenswarded campus,
For a time our books laid by;
And the parting rifts of sunlight,
As they linger soft and long,
Shed a hollow'd gleam of gladness
On our merriment and song.

Now the songs of dear old Guilford
Peal across the downy green,
From Archdale to Memorial
Span the distance far between;
And the walls of dear old Founders
The reverberations fling,
From Cox Hall to New Garden,
As our voices gayly ring.

Then across to fair Arcadia
The chimings wing their flight,

Till beyond the far-flung hilltops
They kiss heaven's dome of light,
Then as if they rued their boldness,
Back they come in echoes gay;
And thus end the winged praises
Of the Crimson and the Gray.

COLLEGE YELLS

Icky-Icky-I-y
Micky-micky-mi-my!
Hory, gory, allegory—Guilford—

Polly-go-wax-go-wax-go-wax,
Polly-go-wax-go-wax-go-wee.
Rah! rah! rah! Quack! quack! quack!
Who are we for? Guilford!

Rah! Rah!
Crimson and Gray.
GUILFORD!

Boom la yo!
Boom la yo!
Guilford, Guilford,
Ho! ho! ho!

Rah! Rah! Quaker!
G. C. Taker.
3uaker; Taker.
Quaker; Taker.
Whorah; Whoo-rah!
Quaker; Taker.
Thee, Thou, Rah!

Os-che-wow-wow,
Scitie-wow-wow, wow-wow.

Guilford, forever thy name we sing,
Pride of our fathers, victory we bring to thee our Alma Mater.
Guilford, forever thy name we sing.

Three cheers for college and college days.

Rah! rah! rah!
GUILFORD,
Guilford for me,
GUILFORD,
Guilford for thee,

We are the boys behind the Crimson and Gray,
We've got the team that's going to win today.
Rah! Rah! Rah! Hip! Hip! Whooray!
Come, fellows, raise a song,
Up with the cheer and make it loud and long.

Just do your best, boys,
We'll do the rest, boys,
Guilford must win today.
Rah! Rah! Rah!

G. C. Rah! Rah! G. C. Rah! Rah!
Whoorah! Whoorah!
Guilford! Rah! Rah!

GUILFORD
Guilford! Guilford! Guilford!

COLORS

College	Crimson and Gray
Class of '22	Orange and Black
Class of '23	Pearl and Rose
Class of '24	Purple and Gold
Class of '25	Green and Gold
Henry Clay Society	Purple and White
Philomathean Society	Brown and White
Websterian Society	Silver and Sky Blue
Zatasian Society	Turquoise and Gold

SCHEDULE OF LARGE BELL

Rising Bell	6:30 a. m.
Breakfast Bell	7:00 a. m.
Collection Bell	9:00 a. m.
First Assembly Bell	8:05 a. m.
First Dinner Bell	12:00 p. m.
Second Dinner Bell	12:15 p. m.
Assembly Bell	1:15 p. m.
First Supper Bell	5:30 p. m.
Second Supper Bell	6:00 p. m.
Study Bell	7:00 p. m.



DIRECTORY

President's Office, No. 1, Memorial Hall.

Treasurer's Office, No. 2, Memorial Hall.

Dean's Office, No. 3, Memorial Hall.

Governor's Office, first door to right, middle section, Cox Hall.

Matron's Room, first door to right, main entrance, Founders Hall.

Dining Room, door in the east end of Founders Hall.

Book Store and Post Office, No. 3, Memorial Hall.

Museum, No. 5, Memorial Hall.

Auditorium, second floor, Memorial Hall.

Y. M. C. A. Room, right hand entrance, Y. M. C. A. Hall.

Websterian and Henry Clay Literary Societies Hall, left hand entrance of Y. M. C. A. Hall.

Philomathean and Zatasian Societies Halls, end of hall leading west, first floor, Founders Hall.

Ladies' Information Desk, first door to the left, Founders Hall, and first door to right, New Garden Hall.

POINTERS

Each student will be assigned a particular box in the post office; letters may be mailed any time during the day.

All laundry must be plainly marked. Clothes are collected on Monday morning.

Agents for city laundries will call at your room for laundry.

Mail comes twice a day except Sunday.

The Library is open for all students. Read the regulations in the Library.

The Guilford Battleground is five miles from the College.

The street car line to Greensboro runs within two and one-half miles of the College.

Guilford College Station is one mile from the College.

Automobiles meet trains.

GUILFORD COLLEGE SCORES

FOOT BALL

Date	Vs.	G.C C.	Opp.

GUILFORD COLLEGE SCORES

BASKET BALL

Date	Vs.	G. C.	Opp.

GUILFORD COLLEGE SCORES

BASE BALL

Date	Vs.	G. C.	Opp.

GUILFORD COLLEGE

Students' Directory



Session 1923-1924

IDENTIFICATION

Name

Class

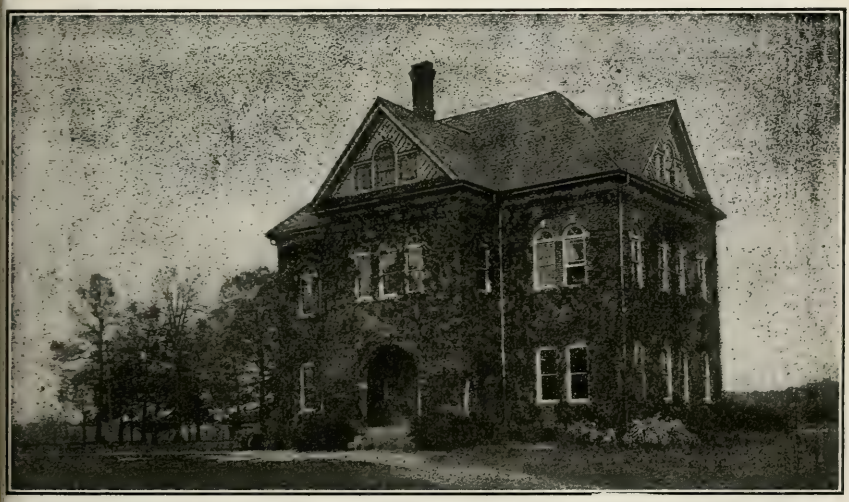
Home Address

The best way to brighten your life is to brighten some one else's

Students' Hand Book

1923-1924

Twentieth Edition



Presented by the

Y. M. AND Y. W. C. A. ASSOCIATIONS

of

GUILFORD COLLEGE, N. C.

CALENDAR

Eighty-Seventh Academic Year

1923

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1924

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June 2nd—Senior Class Day—Annual Meeting of the Alumni Association.
June 3rd—Commencement Day—Conferring Degrees. Commencement Address.

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Again we greet you most heartily, new students, and hope that we can help you from the very beginning to make your college home all that you have dreamed it would be—happy and lovely.

SUGGESTIONS

If possible, be present one day before college opens. This will give you time to make all necessary arrangements. When you get off the train at Guilford College station, you will find cars ready to transfer you to the college. Give the driver your trunk check, pay him 25 cents for your trunk and 25 cents for yourself, and tell him to which dormitory you wish to go. As soon as possible after you reach the college go to the Dean's office, where you will be registered and classified. Then go to the Treasurer's office in Founders Hall and pay your bills, get stationery, etc. When this is done, you will be regarded as a student of Guilford College. Representatives of the Y. M. and Y. W. C. A. will meet you at the station and will be glad to render any assistance if you make your wants known.


BODY
SOUL
MIND
Y M C A
Y M C A
Dabney White

YOUNG MEN'S CHRISTIAN ASSOCIATION

Cabinet Officers

President M. H. Shore
Vice-President Fred C. Winn
Secretary A. J. Smith
Treasurer B. Clyde Shore
Marshal James Read Barbee

Chairmen of Committees

Bible Study Glen Lassiter
Mission Study A. White
Religious Meetings Frank Casey
Social Russell Branson
Music John Reynolds
Membership H. L. Macon
Finance Clyde Shore
New Student William F. Blair

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Cabinet Officers

President Virginia Osborne
Vice-President Marie Beaman
Secretary Pherlie Mae Siske
Treasurer Marion Ward

Chairmen of Committees

Bible Study Daisy Hobson
Mission Study Inez White
Social Sallie Wilkins
Publicity Hazel Coltraine
Membership Marie Beaman
Undergraduate Representative Margaret Levering

The honor of your presence is requested at the

Reception

given by the

Christian Associations

of the College to the

New Students

Saturday evening, September fifteenth
Nineteen hundred and twenty-three
Seven-thirty to ten-thirty o'clock

LOCAL Y. M. AND Y. W. C. A.

The Young Men's Christian Association of Guilford College was organized in 1889 as an outgrowth of a young men's prayer meeting, and since that time has been the prime factor in moulding the spiritual life of the young men. The organization is a part of the great student department of the Young Men's Christian Association and is in harmony with the various other organizations of a similar nature.

The Young Women's Christian Association of Guilford College was organized in 1904, being an outgrowth of the Woman's Christian Temperance Union. Since that time it has been a positive force in the development of the Christian womanhood of Guilford College. It, too, is a part of the great Y. W. C. A., and works in harmony with other such student associations throughout the state and nation.

We, the Guilford College "Y's", affirming the Christian faith in God the Father, in Jesus Christ, His only Son, and in the Holy Spirit, the revealer of truth and source of power for life and service, according to the teaching of the Holy Scriptures and virtues of the church, declare our purpose to be:

1. To lead students to faith in God through Jesus Christ.
2. To lead them into membership and service in the Christian church.
3. To promote growth in Christian character, especially through Bible study.
4. To influence them to devote themselves to bringing the Kingdom of God on earth.

Membership

Any student of the institution may be a member of the Association, provided he is in sympathy with the purpose. The membership fee of the Y. W. C. A. is $1.00, payable at the beginning of the fall term; that of the Y. M. C. A. $2.00 per year.

Meetings

The young men hold their meetings in the room fitted up for its purpose in the Y. M. C. A. Hall.

The young women hold their meetings in the Y. W. C. A. room in Founders Hall. The regular weekly meetings are held on Thursday evening immediately after supper.

Besides these regular meetings the Associations arrange for a special series of evangelistic meetings conducted by some efficient minister or worker; also a series of life-work addresses, given some time during the year. Great good has been accomplished by special efforts to win students for Christ.

Receptions

The two Associations unite in giving a reception to the new students the first Saturday night after the opening of the college. At this time the new students are expected to meet the faculty, students and other persons connected with the college. Following this reception are other social gatherings arranged at appropriate times, to which all students are cordially invited. And here it might be added that the pleasure each one should derive from these social functions depends not so much upon the committee which has it in charge as upon the efforts of each individual to perform his part. Attend these socials with the idea of entertaining and you will be entertained.

Bible Study

Recognizing that a college education which does not include a knowledge of the Bible is incomplete, and also that spiritual growth and influence is determined by the same, the Associations have prepared courses for daily systematic Bible study. The regular Sunday school hour has also been taken for the meeting of the Bible classes. Every enrolled student is placed in a Bible class and expected to attend regularly. The classes are usually conducted by student leaders, and

hence an opportunity for free and unhampered discussion is extended.

Mission Study

The two Associations also have regular mission study courses similar to the Bible study courses. These are under the care of mission study committees, which arrange the meetings at a time most convenient for the students. In these classes the various mission fields, home and foreign, are studied, thereby giving the student a knowledge of the progress of the Christian religion. The classes are free and every student should enter one of them with the idea of learning something of the great mission field.

Summer Conferences

One of the most pleasant and profitable events of the college calendar is the ten days summer conferences. The young men and young women hold their conferences at different times, but both are held at the Association grounds near Black Mountain, in the very heart of the Blue Ridge Mountains. At these conferences young men and young women from the entire south meet and have the Associations' problems discussed. Such men as Robert E. Speer and John R. Mott are speakers on these occasions. Every student should plan to attend one of these conferences some time during his college course.

Pointers of the Associations

I. They Stand—

For clean Christian manhood and womanhood in the college; aggressive Christian work for and by students, and clean development, physical and social.

II. They Are—

1. The largest student organizations in the world.
2. Organizations heartily supported by the faculty.
3. A part of the lives of thousands of leading college students.
4. The religious dynamic of college life.
5. Helped or hindered by YOUR relation to them.

III. They Offer You —

1. Attractive and inspiring religious meetings.
2. Choice fellowship.
3. Social life.
4. Courses in Bible and Mission Study.
5. Trips to conferences and conventions.
6. This handbook of information.

WHY YOU SHOULD JOIN THE "Y"

Because—

1. The Association is a Christian, a religious organization, and as such should have the support of every Christian student.

2. In uniting thus with a band of others, working to one end, you come into close relationship with all that is best in college life.

3. It tends to broaden and strengthen your spiritual life and gives you splendid training in Christian work.

4. The Association, to be successful, needs you with all your enthusiasm and earnestness.

5. You need us, too.

BE, DO AND DON'T

Be—

A consistent Christian.
Friendly and courteous.
A gentleman or lady.
Cheerful.
Unselfish.
Generous.
Sympathetic.
Persistent.
Prompt.
Helpful.
Honest.
Active.

Do—

"Make good" the first year.
Cultivate a pleasant disposition.
Love and appreciate your associates.
Choose your friends with care. The friends made in college will be your friends through life.
Work during study hours.
Bring money to buy books.
Attend church regularly.
Attend regularly and punctually all meetings.
Work hard, persevere and things will right themselves in time.
Learn to obey rules.
Neither borrow nor lend.
Join the Athletic Association and one of the Literary Societies.
Subscribe for and support "The Guilfordian."
Pay your fees.
Watch the bulletin board.

Take exercise regularly.

Join a Bible class.

Join the Christian Association and lead a life of daily prayer and Bible study, remembering that no character is complete unless it is modeled after that of Jesus Christ.

Don't—

Wait for introductions.

Disregard rules and regulations.

Cut classes.

Be fresh.

Choose companions too soon.

Smoke cigarettes or use tobacco.

Be a coward; stick to what you think to be right.

Be discouraged the first few days or weeks. These are the hardest of all in the whole year.

Walk on grass; try to keep your campus beautiful.

Drive tacks in the wall.

Talk, study or write during chapel exercises. Learn to respect place and speaker.

Take books from library without permission.

HISTORY OF THE COLLEGE

New Garden Boarding School was established in 1837 by North Carolina Yearly Meeting of Friends, and remained the same until 1888, when the name was changed to Guilford College. From the very outset the school has been co-educational, and, while under the control of the Friends, it is non-sectarian.

YOUNG WOMEN'S STUDENT GOVERNMENT ASSOCIATION

President Hazel Richardson
Secretary Nellie Chilton
Treasurer Maude Simpson

House Presidents

Founders Hall Ruth Ragsdale
New Garden Hall Gertrude Bundy

The young women of the college are organized into a Student Government Association which has charge of the discipline.

The ruling body of the Association is the Student Government Board which works in co-operation with Miss Osborne, the governess. This board consists of the officers of the Association and two representatives from each class, who are chosen by the members of their classes, one from Founders and one from New Garden Hall.

The Association was organized in the fall of 1916 and since that time has been growing in power and enthusiasm. The aim which it has is to teach the young women to live honorably and unselfishly in a community and to share in the government. It wants to teach them to become self-reliant and independent, which is only a part of the broader education for which we come to college. It is also a duty we owe to our college, our fellow students and ourselves. It is with this spirit that we ask our new students to join us in helping to make our already growing Association into a strong and indispensable organization.

LITERARY SOCIETIES

Guilford can claim four good literary societies: The Websterian and Henry Clay for young men, and the Philomathean and Zatasian for young women. The object of these societies is to promote general literary culture, to train their members in oratory and the art of debate, and to give them a general idea of parliamentary rules. Each society gives both an oratory medal and an improvement prize annually.

Too much cannot be said concerning the work of these societies. They serve as a training ground, and each student

should identify himself with one of them. However, much emphasis must be laid on the importance of making a careful and deliberate choice. Before deciding which society shall be yours, carefully consider the following points:

1. The standing, objects and general policy of the organization.
2. Expenses, dues, etc.
3. The character of its membership. Study the type of men or women in each society, then make your choice, for your fellow-workers in society will be your strongest and closest friends throughout your college life. In no case should you make a hasty decision for your closest associates are at stake.

New girls will be divided equally between the two girls' societies. If a girl's mother or sister has belonged to either society, she may become a member of that society on request.

New students, let us again urge you to join one of these societies, for it is here that some of the best training the college affords is acquired.

THE LIBRARY

The library building is open from 8 a. m. to 5 p. m., with an hour for dinner. In it are the best daily papers, periodicals and books. Splendid opportunity is here offered for research work in any line. The arrangement of the books is simple, so that the students have no difficulty in finding the books desired. The librarian will be glad to assist those desiring help in finding material.

THE COLLEGE PAPER

The Guilfordian is published weekly during the school year by the four literary societies. It is designed especially for the benefit of the students, yet affords an excellent means of keeping the alumni in touch with the activities and progress of the college. Its purpose is to set forth the student life in

all its various phases, and each department is represented. All students are expected to support The Guilfordian and aid in contributing articles to its columns. The subscription price is $1.50 per year, in advance; 10 cents per copy.

Editorial Board

Hershel L. Macon Editor-in-Chief
Robt. K. Marshall Managing Editor
Miss Mary Aline Polk Faculty Adviser
Joseph D. White Faculty Adviser
Rhesa L. Newlin Alumni Reporter

Reportorial Staff

Mary Calhoun Henley	Edward M. Holder
John Webb Cannon	Maude Simpson
Eva Holder	Wendell Cude
Fred Winn	Sallie Wilkins
Elizabeth Brooks	James Howell
James B. Joyce	Sarah Hodges

Business Staff

William Blair Business Manager
French Smith Assistant Business Manager
Margaret Levering Circulation Manager



YOUNG MEN'S ATHLETIC ASSOCIATION

The Young Men's Athletic Association is composed of all the young men in the college. Realizing that athletics is absolutely necessary for the students, this organization is maintained for the promotion of the same. All members are entitled to the use of the grounds and other association property as well as admittance to all athletic contests. Every one is expected to take exercise and help in the promotion of pure and sane athletics at Guilford.

Football

Football is at Guilford, as in most other colleges, one of the major sports. Last year was by no means an unsuccessful year. Twelve men were awarded either letters or stars. This year, with a good schedule already complete, promises to surpass even last year in importance and success.

The following is the schedule for the year 1923.
September 29—Trinity at Trinity.
October 6—Wake Forest at Wake Forest.
October 13—William and Mary at Williamsburg.

October 20—Pending.
October 27—Lenoir at Guilford.
November 10—Elon at Greensboro.
November 17—Wofford College at Greensboro.
November 24—Pending.

Captains and Managers of Athletic Teams

President of Young Men's Athletic Association, Glen Lassiter
Football—Everette McBane, Captain; Wm. Blair, Manager.
Baseball—J. W. Frazier, Captain; James M. Diffie, Manager.
Basketball—Thad Mackie, Captain; Fred C. Winn, Manager.
Tennis—Sam Harris, Manager.
Cheer Leaders—Thomas English, M. H. Shore.

Tennis

This is a popular game and the number of inter-collegiate contests have been more numerous for the past year or two than ever before. All who wish to play may do so. We meet such colleges as N. C. State, Trinity, U. N. C., Wake Forest and Elon.

If you would be well shod for all occasions with the proper kind of shoes let J. M. Hendrix & Co., of Greensboro, N. C., do the job for you. They sell good shoes at very reasonable prices.

Basketball and Soccer

For many years the schools and colleges were faced with the problem of how to fill that period of winter where outdoor sports are impossible. This time is now being used for basketball and soccer. Since soccer is a new game for this part of the country we wish to encourage those who do not play basketball to go out and learn something about the game. We have a lot of good weather from the closing of football until

Christmas for this game. Guilford was one of the first colleges in the state to push this sport to the front and she has maintained a good record.

Baseball

Baseball at Guilford, as in most southern schools, is very popular. Guilford has had marked success in this sport for a number of years, having several state championships to her credit.

YOUNG WOMEN'S ATHLETIC ASSOCIATION

Each girl is required to take 100 hours physical exercise a year, 50 hours sports and 50 hours gym classes, and by being a member of the Athletic Association is given an opportunity of the best exercise, well directed.

There is a girls' athletic director who holds regular gym classes and coaches on ball field. Much interest is taken in baseball, basketball, volleyball and tennis. Besides these sports long walks for exercise are often taken. The fee is $2.50 per school year, as prescribed in the catalogue. All members are entitled to use the association's property and are also admitted to all athletic contests held at the college.

G's are awarded in basketball, baseball, tennis, track and volleyball to those who meet the requirements laid down by the Association.

Officers of Young Women's Athletic Association

President of Young Women's Athletic Assoc., Marie Beaman
Vice-President Eva Holder
Treasurer Ione Lowe
Baseball Manager Sarah Hodges
Basketball Manager Bertha Zachary
Track Manager Lalah Cox
Tennis Manager Katie Cooper
Social Chairman Carrie Norman

COLLEGE SONGS

Hail! dear old Guilford!
Thy loyal sons are we,
And we will ever be
Faithful to thee;
Through every changing clime,
Through all the future time
Our hearts will ever be
Loyal to thee.

Though years may come and go,
Yet still our memory clings
To those dear college days
Of long ago.
None can compare with thee,
And we will ever be,
Until our dying day,
Loyal to thee.

In the North State, at its center,
Stands a college old and fine;
We all love it, 'tis our Guilford,
'Round it ivy doth entwine.

Chorus

Dear old Guilford, dear old Guilford,
How we love thee more each year;
When we're gone from thee forever,
Still thy name we will revere.

At the first, poor timid freshmen,
How we longed at ease to be;
How we trembled, how we toiled,
O'er Physics and Geometry.

But we wiser grew as Soph'mores,
Said such digging did not pay;
And the way we bluffed our teachers,
No one ever knew but they.

Onward we advanced as Juniors,
Cast aside our childish ways;
Found that honest toil and pleasure
Best could fill our college days.

Then, with Senior years advancing,
Alma Mater opens the door
To larger tasks and broader visions,
Which the future has in store.

Then let all who love our college,
Love her, heart and soul and mind;
Seniors, Juniors, Sophomores, Freshmen,
Sing with voices here combined.

CAMPUS SONG

When the shades of evening gather
Guilford students hie
To the soft greenswarded campus,
For a time our books laid by;
And the parting rifts of sunlight,
As they linger soft and long,
Shed a hallow'd gleam of gladness
On our merriment and song.

Now the songs of dear old Guilford
Peal across the downy green,
From Archdale to Memorial
Span the distance far between;
And the walls of dear old Founders
The reverberations fling,
From Cox Hall to New Garden,
As our voices gaily ring.

Then across to fair Arcadia
The chimings wing their flight,
Till beyond the far-flung hilltops
They kiss heaven's dome of light,
Then as if they rued their boldness,
Back they come in echoes gay;
And thus end the winged praises
Of the Crimson and the Gray.

ATHLETIC SONGS

On men of Guilford
Win the game today
Fight for your colors, the crimson and the gray
Fight, fight, fight,
Fight for your college
Win the game for old G. C.,
O'er the foe let the Quakers go
To Vic-to-ry.

Hit the line for Guilford
For Guilford wins today
We'll show the son's of.....
That the Crimson still holds sway.
Sweep down the field again
Victory, or die,
And we'll give the grand old cheer boys
As the Guilford teams goes by.

COLLEGE YELLS

Icky-Icky-I-y
Micky-micky-mi-my!
Hory, gory, allegory—Guilford—

Polly-go-wax-go-wax-go-wax,
Polly-go-wax-go-wax-go-wee.
Rah! rah! rah! Quack, quack, quack!
Who are we for? Guilford!

Rah! Rah!
Crimson and Gray.
GUILFORD!

Boom la yo!
Boom la yo!
Guilford, Guilford,
Ho! ho! ho!

Rah! Rah! Quaker!
G. C. Taker.
Quaker; Taker.
Quaker; Taker.
Whorah; Whoo-rah!
Quaker; Taker.
Thee, Thou, Rah!

Os-che-wow-wow,
Scitie-wow-wow,wow-wow.

Guilford, forever thy name we sing,
Pride of our fathers, victory we bring to thee our Alma Mater.
Guilford, forever thy name we sing.

Three cheers for college and college days.
Rah! rah! rah!
GUILFORD,
Guilford for me,
GUILFORD,
Guilford for thee,

We are the boys behind the Crimson and Gray,
We've got the team that's going to win today.
Rah! Rah! Rah! Hip! Hip! Whooray!
Come, fellows, raise a song,
Up with the cheer and make it loud and long.

Just do your best, boys,
We'll do the rest, boys,
Guilford must win today.
Rah! Rah! Rah!

G. C. Rah! Rah! G. C. Rah! Rah!
Whoorah! Whoorah!
Guilford! Rah! Rah!

G-U-I-L-F-O-R-D
Guilford! Guilford! Guilford!

COLORS

College	Crimson and Gray
Class of '23	Pearl and Rose
Class of '24	Purple and Gold
Class of '25	Green and Gold
Class of '26	Orange and Black
Henry Clay Society	Purple and White
Philomathean Society	Brown and White
Websterian Society	Silver and Sky Blue
Zatasian Society	Turquoise and Gold

SCHEDULE OF LARGE BELL

Rising Bell	6:30 a. m.
Breakfast Bell	7:00 a. m.
Collection Bell	9:00 a. m.
First Assembly Bell	8:05 a.m.
First Lunch Bell	12:00 p.m.
Second Lunch Bell	12:15 p. m.
Assembly Bell	1:15 p. m.
First Dinner Bell	5:30 p. m.
Second Dinner Bell	6:00 p. m.
Study Bell	7:00 p. m.

DIRECTORY

President's Office, No. 1, Memorial Hall.

Treasurer's Office, No. 2, Memorial Hall.

Dean's Office, No. 3, Memorial Hall.

Governor's Office, first floor to right, middle section, Cox Hall.

Matron's Room, first door to right, main entrance, Founders Hall.

Dining Room, door in the east end of Founders Hall.

Book Store and Post Office, No. 3, Memorial Hall.

Museum, No. 5, Memorial Hall.

Auditorium, second floor, Memorial Hall.

Y. M. C. A. Room, right hand entrance, Y. M. C. A. Hall.

Websterian and Henry Clay Literary Societies Hall, left hand entrance of Y. M. C. A. Hall.

Philomathean and Zatasian Societies Halls, end of hall leading west, first floor, Founders Hall.

Ladies' Information Desk, first door to the left, Founders Hall, and first door to right, New Garden Hall.

POINTERS

Each student will be assigned a particular box in the post office; letters may be mailed any time during the day.

All laundry must be plainly marked. Clothes are collected on Monday morning.

Agents for city laundries will call at your room for laundry.

Mail comes twice a day except Sunday.

The Library is open for all students. Read the regulations in the Library.

The Guilford Battleground is five miles from the College.

The street car line to Greensboro runs within two and one-half miles of the College.

Guilford College Station is one mile from the College.

Automobiles meet trains.

GUILFORD COLLEGE SCORES

Date	Vs.	G. C.	Opp.

GUILFORD COLLEGE SCORES

Date	Vs.	G. C.	Opp.